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ABSTRACT

Librarians from all over the country contributed to the compilation of a scrapbook containing a wide variety of ideas which could be integrated into a library program for children. The emphasis is on activities which stress participation by the children; diversity of kinds of programs; use of skilled community resource people; possibilities for the co-sponsoring of activities for children both within and without the library walls, and for working with other community agencies concerned with children; and new kinds of activities, materials, and approaches. Traditional activities such as storytelling, mass summer reading programs, and pre-school storytelling are not emphasized. Ideas for presenting each activity are listed, as is a list of art, audiovisual, and book materials which will be needed. Basic considerations for planning a library program and pitfalls to avoid are noted. (KKC)

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CREATIVE PROGRAMMING FOR CHILDREN:

An Idea Scrapbook

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edited by Faith H. Hektoen, Consultant

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INTRODUCTION

In this Scrapbook are a titivating variety of ideas on a number of broad areas which have proved successful in diverse situations and children's age groups for differing communities and needs. In no sense is this an attempt at a definitive survey of program ideas. Nor does this booklet go into techniques. The techniques of the broad areas of programming will come through small workshops over a period of time. As a result of the later workshops on techniques, materials will be available for you to add to this booklet in the appropriate categories. We do suggest that you buy a notebook binder for this booklet which the Division of Library Development, Connecticut State Library, is presenting to each public library Children's Division. This will enable you to add to it your ideas, additional programming suggestions you find, those you think of yourself, and your program evaluations so that the Scrapbook becomes a growing current tool.

Please plan to bring the Scrapbook with you to all Children's Services Workshops.

The emphasis in this Scrapbook is on ideas that stress participation by the children; diversity of kinds of programs; use of skilled community resource people in your plans for meeting children's needs through programming by the library; possibilities for the co-sponsoring of activities for children both within and without the library walls, and for working with other community agencies concerned with children; new kinds of activities, materials and approaches. Therefore, the attention to traditional storytelling, mass summer reading programs and pre-school storytelling is definitely low-keyed. The vital subject of librarian's book-talks will be covered in the Workshops on techniques.

The contributions of program ideas come from all over the country as you can guess as you read the material here. We express our deep gratitude to

more librarians than we can name who have given ideas and experiences so generously for use by librarians in Connecticut. Many thanks go also to the members of the Steering Committee for the project, Mrs. Francis Cowan, Glastonbury, Mrs. Bronis Onuf, Newington and Mrs. Roy Friedman of Darien!

Color, warmth, diversity, interest, responsiveness all enter into successful library relations on both the one-to-one basis and on the programming basis, both vital services. Good Luck and happy times to you and to the children of your communities!

PLANNING NOTES to PROGRAMMING

Plan your programs well ahead.

What recreational programs are offered by other community agencies? Does the library have a place in these activities? Can you find opportunities to work with these programs, or relate them to your possible plans?

Know the needs of the children in your total community picture! What needs can you make a positive attempt to meet? Can you think of a way in which, giving opportunity and general intent, you can use a skilled community resource person as a capable volunteer to reach needs you cannot meet? Can you point out a need and offer library resources to a community group which could launch a program to work with children who need attention you have not the time, or possibly the special skills or sufficient staff to reach?

Know the full schedules of community programs for children to avoid unnecessary conflicts and complications.

Think through the equipment needed for the program you are hoping to provide. What can you improvise? What could you do if you had a definite sum of money? Consider the local affiliates of the organizations listed which are often willing to give sums of money for worth-while community projects.

Altrusa International, Inc.
American Association of Retired Persons
American Association of University Women
American Bankers Association
American Bowling Congress
American Bridge Association, Inc.
American Camping Association
American Farm Bureau Federation
American Federation of Teachers
AFL-CIO
AFL-CIO Women's National Auxiliary
American Friends Service Committee
American Home Economics Association
American Jewish Committee
American Legion
American Library Association
American National Red Cross
American Personnel & Guidance Assoc.
American Public Welfare Association
American Social Health Association
American Society for Personnel Admin.
American Women's Voluntary Services

PLANNING NOTES TO PROGRAMMING

American Youth Hostels
Assoc. of the Junior Leagues of America
Benevolent and Protective Order of Elks
Big Brothers of America
B'nai B'rith
Boys Clubs of America
Boy Scouts of America
Camp Fire Girls, Inc.
Catholic Youth Organization
Child Study Association of America
Child Welfare League of America
Circle K International
Civitan International
Cooperative League of the U. S. A.
Delta Sigma Theta Sorority
Family Services Association of America
General Federation of Women's Clubs
Girl Scouts of U. S. A.
Girls' Clubs of America
Improved Benevolent and Protective Order of the Elks
Institute of Life Insurance
International Brotherhood of Teamsters
Jack and Jill of America
Junior Achievement
Junior Chamber of Commerce
Key Club International
Kiwanis International
Knights of Columbus
Labor Community Action Committee
Lawyers Committee on Civil Rights
League of Women Voters
Lifetime Sports Foundation
Lions International
Little League Baseball
Loyal Order of Moose
Mexican-American Opportunity Foundation
National Association for the Advancement of Colored People
National Assembly for Social Policy and Development, Inc.
National Association of Colored Women's Clubs
National Association of Intercollegiate Athletics
National Association of Intergroup Relations Officials
National Association for Mental Health
National Association of Negro Business and Professional Women's Clubs, Inc.
National Association of Social Workers
National Audubon Society
National Collegiate Athletic Assoc.
National Committee on Employment of Youth
National Conference of Catholic Bishops
National Conference of Christians and Jews
National Conference on Social Welfare
National Congress of Parents and Teachers
National Council of Catholic Women
National Council of Churches
National Council of Jewish Women
National Council of Negro Women
National Council of Women
National Council on Crime and Delinquency
National Council on the Aging, Inc.
National Education Association
National Exchange Club
National Federation of Business and Professional Women's Clubs
National Federation of Settlements and Neighborhood Centers
National 4-H Club Foundation
National Guild of Community Music Schools
National Industrial Recreation Assoc.
National Jewish Welfare Board
National Links, Inc.
National Recreation and Park Assoc.
National Service Secretariat
National Urban League
Optimist International
Order of DeMolay
Pilot Club International
Quota International
Rotary International
Sertoma International
Soroptimist Federation of the Americas, Inc.
Sports Foundation
United Automobile Workers
United Community Funds and Councils of America
United Police Association
United States Catholic Conference
United States Collegiate Sports Council
United States Chamber of Commerce
United States Youth Council
Veterans of Foreign Wars

PLANNING NOTES TO PROGRAMMING

Women in Community Service
Young Men's Christian Association
Young Women's Christian Association
Zonta International

It is important to have purpose, needs and plans well outlined before you make your approach to such an organization.

Remember after you have coped with the survey of needs, ongoing community programs, planned approaches and materials to leave yourself flexible to change so you can alter your program as you see needs and skills and desires of the children who respond. Children should be involved in the plans. Hand-tailored situations are subject to sterility.

Consider transportation problems in your program planning, i.e. how can children reach your library? Could you convert any vacant, or under-utilized building close to the street, into at least part-time use in summer where there is a concentration of children and no transportation?

What constructive use can you make of older young people in planning programming? Often their rapport with children is superlative. Can you capitalize on this attribute? Do you have specially skilled young people who could serve as project leaders with you as a relaxed coordinator? (either a summer project, or winter project - help could be part-time during a season).

Investigate the local Community Action agency for knowledge of possible talent in inner-cities.

Be aware of special groups which might be willing to provide a special performance in your library, or, for your library in a suitable setting if your library has no appropriate facilities.

Seize opportunities to take library materials and personnel out of the library to reach the unreached.

Remember the affluent communities with their tight schedules of ballet lessons, riding, music lessons etc. They offer a particular challenge to find a place within the framework where the library can fit.

Plan program meetings at regular intervals. Weekly meetings are easiest to recall time, place, commitment.

Publicize energetically and skillfully. (If your capacity for space is limited, remember this in your plans for full publicity). Use local TV, radio, newspapers, have fliers made, or brochures, and give out to schools, churches, supermarkets, recreation centers, Scouts and 4-H meetings, YMCA and YWCA, local Community Action agency, neighborhood centers, children's shops, etc. Talk to adult groups such as PTA, Junior League, American Association of University Women, Chamber of Commerce, Church groups,

PLANNING NOTES TO PROGRAMMING

Home Demonstration Clubs etc. describing the programs - purpose, proposal etc.

What community resources, such as museums, music or art schools could give you special materials for loan or discussion?

Explain your program, or programs, to the staff of the entire library so they understand, and support the idea and progress. View the library structure in relation to your part of the total library structure and programs.

Have you allowed for the differing needs of boys and girls? the differing capacities and interests of the various age levels? the needs of handicapped children in your program plans?

Do you think there is potential for ongoing program activity in your project?

Have you thought out how you can provide a colorful, stimulating atmosphere, setting as your objective the presentation of ideas leading to the use of library materials(after interest has been aroused)?

Have you planned how to use different kinds of materials to arouse interest?

Evaluate your programs - keep a running record of successes, failures and consider the whys and wherefores.

Understand a failure, but do not let it deter you from learning through experience. Talk over your evaluations with an interested colleague. Share your doubts, maybe you will get helpful hints. Share your successes too, maybe you will give the helpful hints.

Identify and use people in your community with special skills, experiences, knowledge for they can bring ideas to stimulate children and introduce them to unfamiliar worlds that may provide exciting new hobbies, concepts, etc. Open wide opportunities to ask such people to help you in your services (Generally speaking the person should be outgoing in his attitudes and familiar with children's ways). Yet, if you are lucky enough to have a resource person enthusiastic in an area that you know children are interested in, ask for his assistance. Children often need an adult who has real competence in the field, once they are caught up in it. How do you locate such people in your Community? Keep your own little file of names attached to hobbies, skills, experiences. Find out about these people through your community contacts .... this involves being a real part of the community .... mixing with people, talking to people, keeping up with people and their interests and what the community is doing. You may locate such a person through the local paper, clubs, churches, school .... even through staff members who notice patrons' requests, books checked out and talk with them about their reading. Get your fellow staff members to help build such a file. Resource people may live in the larger area surrounding your community. They may be willing to do something for children .... try them and see. You might ask a small delegation of children to accompany you on your recruiting effort. Sometimes adults will do for children what they will not do for another adult, persuasive though he or she may be. Children will like to participate in such a scheme - choose the delegation wisely. Get enthusiasts, unafraid people, not polite blobs.

If you can't find the person you need, ask other adults in your community. They may know of some one.

By all means keep being chatty, friendly, outgoing, and be a real part of the community. If you do not live in the community where you work, make a practice of shopping there, going to meetings there, work also through your fellow staff members ... read the local paper.

Mrs. Binnie Tate, Los Angeles Children's Services Specialist accents in her talks and her articles the need for us to engineer community recognition as one of the Community Resources for Materials including books, periodicals, pamphlets, films, filmstrips, slides, tapes, recordings. Programming successfully is one of the ways we highlight library involvement in the total community life, and the rich resources of the library. Materials may be owned by the library, rented, loaned, but library management has provided them for the community. Time, effort, skill has been directed into "the quality of life" for the children of the community.

SOME PITFALLS TO AVOID IN PLANNING PROGRAMMING

Define age groups for programs in the publicity.

Plan for content to interest boys - take hints they give you - be flexible! - let them indicate interests and meet their interests!

Avoid over-structuring ---- learn to listen and observe clues children present to you ..... adapt to reach children where they are at present, exert your efforts to understand their needs .... see how you can allow your general plan to shape to the particular group's capacities.... throw out feelers and ideas yet be sure to sense group response before going ahead full steam.... a detour may lie ahead that will spell success.

Cultivate people with arts and craft skills - learn at least from them about materials available for activity projects.

Talk with people who have been successful in creative dramatics - study basic concepts before launching am ambitious program on your own, cold.

Be wary of over-spending effort on gimmicks you make - let the children participate - the programming is for their self-discovery.

Do be aware of the dangers of running too many programs, so that not only the programs are thin, but the daily services to patrons will suffer.

Remember the great purpose is to sell ideas. Library materials will develop ideas so relate to materials.

Promote interaction between the children - avoid teaching stereotype.

If you are in an overprogrammed area, try to fit the library in existing programs, rather than competing against them.

Two aspects of publicity are important: If you are short of space or materials, do not over-publicize, nor do you with sufficient space want to under-publicize.

Films will be a part of your programming in all likelihood - if you are not an experienced projectionist, either get one (may easily be a youngish boy) or learn how yourself.

Allow for possibility of disappointment if you rent a film, or request a film through the mail .. so have an auxiliary film, or plan.

If, when your auditorium is darkened, the ventilation is bad - keep film program short.

Think through your preparations for each program so that you can be at ease.

It is essential to be aware of other community programs so you avoid unfortunate time conflicts.

SOME PITFALLS TO AVOID IN PLANNING PROGRAMMING

In free discussions, be ready to keep discussion moving.... skill has to be learned by the leader so that one recognizes when the group is really with it, and when they are just "goofing off".

Set up basics in discussion so that the children learn how to talk about what they have read, or a movie, or an exhibit (i.e. over-extended blow-by-blow accounts of plot are deadly dull).

Plan your program for the actual age range before you - if you planned for a more sophisticated group, toss those plans out and start a new idea so you can see how the group shakes down.

Allow for variety in discussion programs - in books and topics, use some games that are mental gymnastics, try for different kinds of interpretation from the children.

Ideas for
ARTS AND CRAFTS

Display of works created by Children's Art Club (may be a Winter Program Club or a Summer Program Club)

With an adult as Liasion Manager, let the youngsters supervise arrangement, labeling, tour guides for opening, or any featured program activity.

******

A series of art activity sessions perhaps co-sponsored by the library and another local community organization with a Community Resource Person as Leader.

******

Talk by local artist.

******

Acting out Pictures - related to specific works of art. Relationship to Creative Dramatics, understanding of drama in painting. Includes grasp of space, gesture, balance as incidentals.

******

Loaning of Color Reproductions of oils and watercolors especially of interest to children, a collection established for use of Children Only.

Paintings such as Durer's A Hare
" Recumbent Lion
Botticelli's The Nativity
Mantegna Saint George
Goya's Don Manuel Osorio
Manet The Fifer Marc Red Horses
Raphael's Saint George and the Dragon
Chagall Snowing

Artists such as Remington, Homer, Cassatt, Curry, Stubbs
Bark Painting from Australia
Masks from Africa
Animals from Cave Paintings, Tiles

CONNECTICUT STATE LIBRARY

Ideas for ARTS AND CRAFTS

Public Library tie-in with a school series on "Motivation for Learning" for Grades 5 Up

in music
drama
dance
art
photography

Books, pictures, slides, films, recordings, speakers, display space, exhibits related to these areas, materials on loan related, speakers from Community Resource People, An Arts Fair, Meeting and Working Space.

******

Contest - Children's Art Work on A Subject

example - WHAT IS A CITY
MY DREAM
HOME TOWN
VACATION
PLAY

Prizes (affiliation with local service club)

Display - maybe in more than one area, more than one organization.

******

Photography

Show or Display
Contest
Programs with Leader who is an expert photographer, talks by young fans, books and pamphlets on the subject discussed.

******

In connection with Creative Writing - original versions of Haiku with Japanese calligraphy set to use
Display results with calligraphy set.

******

Use of illustrated maps related to stories.

Ideas for ARTS AND CRAFTS

In connection with Schools, or Scouts, or Discussion Club, or Summer Program, or Storyhours

1. Contest
of Book Cover of a favorite book (may specify size
kind of art
age level of children)

2. After listening to recorded fairy tale - illustrations of the story by different artists were shown and discussed, then the children were asked to work on a mural giving their versions. Mural on display for stated length of time (relatively short) with accompanying publicity.

3. After listening to record of "Where The Wild Things Are" children asked to draw their own wild things on two long murals spread on the floor. Later these were displayed. (60 children in this program)

4. At the end of a Summer Reading Program, children were asked to choose their favorite book and do an original illustration. Library hung the sheets of illustrations on a clothes line for Art Fair.

5. Older age children may wish to make mobiles of a favorite character in a story.

6. Dioramas and shadow boxes may be made to interpret a scene from a well-liked book.

7. Cut-outs of favorite characters which may be traced from original illustrations, or drawn by hand can be used for display on the display board.

8. Life-size character figures may be drawn on mural paper.

9. Bookmarks made by children - favorite scene, or most exciting scene, or character "I liked best".

10. Movie or TV show type can be made by children's drawing and pasting together scenes from a book. Can be planned by children agreeing on sequence.
Ideal for long, relatively narrow display area.

Local artists asked to display art work in Children's Room i.e. cartoonist-
examples of cartoon on winter activities
water colorist, or lithographer's sketch books on display (under glass-
pages turned daily) Taken out and shown during visit to library.
wire sculpture
metal sculpture
etc.

Ideas for ARTS AND CRAFTS

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Chalk-talk by local adult, or by skilled older child

****

Collage program see outline in Appendix

******

Center around craft books in library -

1. Younger children given construction paper to cut into various shapes, fish, star, diamond, circle, and, colorful assorted macaroni. Youngest strung macaroni into beads, bracelets. Others pasted macaroni into designs on cut-out shapes.

2. Origami
Paper-folding

3. Mask-making both simplest and more complicated for upper-grade children
(Displayed later with tags to identify maker)

4. Puppet making (also see Creative Dramatics)

5. Holiday or Festival Crafts

6. See section on Games and Activities
" " " Science Activities

FILMS in Conjunction with crafts: (a few suggestions only)

THE MURAL ON OUR STREET 18 min., color, sound, 16 mm
Distributor: Contemporary

RAG TAPESTRY 11 min., color, sound, 16 mm
Distributor: International

HOW COME WHEN IT'S THUNDERIN' ... YOU DON'T SEE THE MOON?
13 min., color with b/w, sound 16 mm
Distributor: Brandon

Ideas for ARTS AND CRAFTS

SELECTED BOOK SOURCES FOR HELP ON ARTS AND CRAFTS:

Bland, Jane Cooper ART OF THE YOUNG CHILD. The Museum of Modern Art, distributed by New York Graphic Society

Borten	DO YOU SEE WHAT I SEE	Abelard	1961
Gracza	THE BIRD IN ART	Lerner	1966
Harkonen	CIRCUSES AND FAIRS IN ART	"	1964
MacAgy	GOING FOR A WALK WITH A LINE	Doubleday	1959
Zuelke	THE HORSE IN ART	Lerner	1965
Weiss	PAINT, BRUSH AND PALETTE	Scott	1966
"	PENCIL, PEN AND BRUSH	Scott	1961
Zaidenberg	HOW TO PAINT IN OILS	Vanguard	1956
"	HOW TO PAINT IN WATER COLORS	Vanguard	1966
Ickis	BOOK OF ARTS AND CRAFTS	Association	1954
Newkirk	YOUR CRAFT BOOK	Van Nostrand	1946
Payne	ADVENTURES IN PAPER MODELING	Warne	1966
Weiss	CLAY WOOD AND WIRE	Scott	1956
"	STICKS, SPOOLS AND FEATHERS	Scott	1962
Wirtenberg	ALL AROUND-THE-HOUSE- ARTS AND CRAFTS BOOK	Houghton	1968
Seidelman	CREATING WITH CLAY	Crowell	1967
Anderson	PAPIER-MACHE AND HOW TO USE IT	Sterling	1965
Araki	ORIGAMI	Tuttle	1965
Bank-Jensen	PLAY WITH PAPER	Macmillan	1962
Brock	PINATAS	Abingdon	1966
Johnson	CREATING WITH PAPER	University of Washington	1958
HUNT	MASKS AND MASK MAKERS	Abingdon	1961
Schegger	MAKE YOUR OWN MOBILES	Sterling	1965
Yates	PLASTIC FOAM FOR ARTS AND CRAFTS	Sterling	1965

Library Journal December 15, 1964 "Picasso In the Nursery"

Ideas for CREATIVE DRAMATICS

CREATIVE DRAMATICS includes acting, singing games, dramatic games, children's circuses, play production, choral reading, charades, mime, puppetry, costume parties and masquerades (dance and music will be found under the heading MUSIC).

******

Children learn together and recite with actions, or without, an action poem.

(can be done during a Class Visit to the Library, or a Group such as Brownie visit, during a Book Talk to Classes, during Program Meetings, or as beginning of a drama club.)

******

Choral reading (interpretive) together in a fair sized group, or small group.

******

Pantomime as part of Program Meeting, or a Drama Club to introduce improvisation and variety.

******

Singing game - (done during opportunities like the action poem together above)

******

Making short skits and acting out, in costume, or without as part of Drama Club, or Program Meeting such as Discussion Club, Storytelling.

******

Drama Club with weekly meetings - summer, and also winter.

Making folk tale into a play.
Child's original play.
Child's play version of a story or short story.

Junior Library Aides after a series of Meetings and book discussion chose a favorite book and made a play -presented as branch program.

******

During series of general reading programs, children decided to act out scenes from books particularly enjoyed.

Ideas for CREATIVE DRAMATICS

Puppet shows - as summer project or, as winter project, either type with weekly meetings.

Ends with one or two productions in front of audience.

Plays may be written by the children - puppets made by them - production performed by the children. Tutor may be the children's librarian, adult knowledgeable volunteer, or experienced older youngster.
Theater may also be made by children.
Properties hand made by the children, also.

******

One-act play productions (children may write own as group).

******

As added benefit the puppet shows, or play productions can be presented to several branches, or libraries in the area if transportation is possible.

******

(See idea in ARTS AND CRAFTS for acting out stories told by a painting.)

(possible for piece of music, also.)

Some book, periodical and pamphlet materials: (Many excellent sources abound)

PERIODICALS:

TOP OF THE NEWS, November 1969 Creative Dramatics in The Library by Irene Cullinane and Theresa Brettschneider.

GRADE TEACHER, February 1969 Your Children Can Make These Puppets.

PAMPHLETS:

CREATIVE DRAMATICS - Association of Childhood Education International (3615 Wisconsin Avenue N. W., Washington, D. C.) $1.00

BOOKS:

(ADULT HELPS)

Crosscup	CHILDREN AND DRAMATICS	Scribners 1966
Burger	CREATIVE PLAYACTING	Barnes 1966
Forkelt, comp.	CHILDREN'S THEATER (Goodman Theater)	Coach House Press, Inc. 1962

Ideas for CREATIVE DRAMATICS

Spolin	IMPROVISATION FOR THE THEATER		
Walker	SEVEN STEPS TO CREATIVE CHILDREN'S DRAMATICS		
		Hill and Wang	
Ward	PLAYMAKING WITH CHILDREN		
Lewis	ACTING FOR CHILDREN	Day	1969
Siks	CREATIVE DRAMATICS		
Ward	THEATER FOR CHILDREN	Anchorage	1958

(Children's Books)

Berk	HOW TO HAVE A SHOW	Watts	1957
"	FIRST BOOK OF STAGE COSTUME AND MAKE-UP	Watts	1954
Carlson	ACT IT OUT	Abingdon	1956
"	THE RIGHT PLAY FOR YOU	"	1960
Howard	THE COMPLETE BOOK OF CHILDREN'S THEATER	Doubleday	1969
"	PANTOMIMES, CHARADES AND SKITS	Sterling	1959
Hunt	PANTOMIME, THE SILENT THEATER	Atheneum	1964
Nuttall	PLAY PRODUCTION FOR YOUNG PEOPLE	Plays	1964
Smith	PLAYS AND HOW TO PUT THEM ON	Walck	1961
Brown, Regina	A PLAY AT YOUR HOUSE		
Martin	JUMPING BEANS		
Reeves	THE PEDDLERS DREAM		
Preston	A TRILOGY OF CHRISTMAS PLAYS FOR CHILDREN	Harcourt	1967
Thane	PLAYS FROM FAMOUS STORIES AND FAIRY TALES	Plays	1967
Gullan	THE SPEECH CHOIR		
Bley	BEST SINGING GAMES	Sterling	1957
Taylor	DID YOU FEED MY COW?	Crowell	
Ackley	MARIONETTES	Lippincott	1929
Batchelder	THE PUPPET THEATER HANDBOOK	Harper	1947
Binyon	PUPPETRY TODAY	Watson-Guptil	1966
Cummings	101 HAND PUPPETS	McKay	1962
Howard	PUPPET AND PANTOMIME PLAYS	Sterling	1962
Jagendorf	PUPPETS FOR BEGINNERS	Plays	1966
Lewis	MAKING EASY PUPPETS	Dutton	1967
Mulholland	PRACTICAL PUPPETRY		
Ross	HAND PUPPETS	Lothrop	1969
Severn	YOU AND YOUR SHADOW	McKay	1961
Tashjian	JUBA THIS AND JUBA THAT	Little Brown	1969
Jagendorf	PENNY PUPPETS, PENNY THEATER AND PENNY PLAYS	Plays	1960

Ideas for CREATIVE WRITING (Children's)

POETRY WORKSHOP FOR GIRLS with the Campfire Council

*****

Continuous publication of a journal "The Voice of Childhood" (over 16 years old) containing stories, poetry, view of authors, criticism of books.

*****

Annual poetry month with small groups in intensive sessions on poetry; what poetry is, how it is written, the different kinds of poetry - and then poems written by the children. This may have a tie-in with the schools, or with a local organization so that funds are available for publication annually. (the poems may be selections, or it may be an inclusive publication).

******

A gayly decorated binder with signed poems written by child-patrons may make up part of a poetry display. (Could be combined with sketches). This would be library property, and be on view regularly.

******

Younger children are particularly inventive and imaginative. To stimulate, and to release their imaginations is an important project, and can be done during Summer reading programs, during class visits with groups.

See Arts for idea of relating haiku writing with Japanese calligraphy.

******

Writing Contests:

examples of subjects used: BOOKMOBILE
WHAT IS A CITY

1. Bookmobile Contest had variety of entries possible:
   - Essays
   - Poetry
   - Art Objects
   - Paintings
   - Drawings

   Judges were community leaders.
   Three prizes were given for each category (prizes were books).
   Winning awards and other unusual awards were exhibited at a City Festival.

Ideas for CREATIVE WRITING (Children's)

2. What is a City Contest had also a variety of entries:
   Pictures
   Poetry
   Essays
   Mobiles
   Collages
   Models

A panel of judges selected the entries to be published.

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Another Contest type was a WRITE - A - Thon
First place award was a typewriter.

******

Creative Writing Groups may be divided into an upper level grade group with their accelerating interests and sophistication - needs a specially trained leader or creative writer interested and used to children.

One library has a monthly publication of children's writings, submitted informally. Issues show that children up to age 12 have their writings published in this journal "Kaleidoscope".

******

Another library combines the writing of children and adolescents in a publication called "Chicory". Purpose is to create opportunity for inner-city children to express their ideas.

******

Stemming from a discussion club, a series of book talks, class visits, or work with Scout groups etc. - try suggesting that the children see inside a character that interests them greatly and write a diary purporting to be that character- for example Bilbo Baggins, Arriety, Ping, Kit Tyler.

******

Try also suggesting writing a new ending to a favorite book - My Side of the Mountain, Island of the Blue Dolphins - the Pushcart War.

Sources (in this case published examples of children's skill in expressing themselves in writing).

Cornish, ed.	CHICORY	Association 1969
	WHAT IS A CITY	Part II Boston Public Library Federal Grant Project

Ideas for CREATIVE WRITING (Children's)

Lewis	MIRACLES	Simon and Schuster	
"	JOURNEYS	" " "	1969
Joseph, ed.	THE MY NOBODY KNOWS	Avon	1969

Ideas for DISCUSSION GROUPS

These may be summer groups, or winter-time meeting groups, or both

(It is also possible to devote time in a hobby group to book discussions where related to the hobby).

******

"Fun With Books" program for Grades 4 through 6 whose members discuss the books read. The Children's Librarian talks about new books related to those the boys and girls have been reading. An added feature is the occasional talk by special guests - such as the parks naturalist describing some of the native flora and fauna in the State Parks; a dog handler who gave a demonstration of showing dogs for Championship Points; an anthropologist who talked about his three years with a tribe in Nigeria, etc.

******

A "Paperback Book Club" with about 12 members met together during the school year - selected the books they wanted to read at the local bookstore - discussed the merits and demerits of their selections - each member kept the book he bought to build up his personal library.

******

Summer discussion group given titles on broad subject areas for specific meeting dates, offering opportunity for definite discussion topics yet not limiting or requiring certain books to be read. General talk followed each time with the librarian as leader. For variety, the librarian choose nonsense poetry and nonsense tales to introduce at each of the six meetings; to discover the children had never been introduced to the hilarieties and insanities of this medium. The children referred to the program for several years after, frequently requesting reading suggestions from the librarian to pursue more nonsense.

"Book Baggers" - an enrichment program for youngsters with reading difficulties using paperbacks - consisted of having the members read aloud, and also read aloud on tape with playback. During the series of meetings, reading ability improved perceptibly.
MEMO: Remember the needs of the slow reader, or the non-reader.
A Remedial Reading Specialist was a consultant for this program.

******

"The Non-Reader's Club" - numbered about 12 members who discussed ideas for field trips and excursions, arranged by the librarian. Where possible, books and other materials were displayed to see if interest in reading could be stirred - in some instances the youngsters were hooked by this device.

******

"A Poetry Read-Aloud Series" was held devoted to a particular poet.

Ideas for DISCUSSION GROUPS

Also, another year, the group read poetry in magazines, paperback and hardbound and selected the poems they felt meant something special to them - each read selections aloud, some memorized.

******

"The CRABS" smybolizes Children Raving About Books. It is a discussion group begun two summers ago, with sixth, seventh graders. Highly successful, two groups were organized during the winter, with the past year seeing a third group meeting in the early evening. The Crabs have done their own book lists - letting the Children's Librarian insert only one title (their initial list was called "49 by 8" meaning 49 titles chosen by 8 people).

******

HERITAGE programs for sixth graders and Junior High stress availability of library materials and counteracts the lack of material in the school curriculum. This program should have a black co-leader and a Children's Librarian warmly interested, working together. White children should also be exposed to this kind of a program.

The Heritage program brings in many facets besides book materials - games, art, clothes, music, food, customs.

******

A smallish exurban public library co-sponsored a book discussion exchange between 4th grade children, teachers and librarians and an outlying city group of 4th grade children, teachers and librarians. The exchange of viewpoints and interests was provocative.

******

Examples of suggestions for mental activities spurring good response from a group of 7th and 8th graders, plus a few 6th graders:

1. Group book annotations

2. Tell what chosen words, i.e. library, food, record, book means to each discussion group member - first as a written activity, then as general discussion.

3. After having read some of Poe's short stories and discussed them, came a spontaneous proposal for the group to collaborate on writing their own short story. As the preliminary, they first discussed plot, then characterization, then setting. Writing was a hilarious idea-filled, confidence-giving group activity.

Ideas for DISCUSSION GROUPS

4. Talk by guest author, Subject - how he builds a story.

5. Use of poetry for stimulating awareness of levels of meaning, of the sense of communication. Example - after reading "Hailstones and Halibut Bones" together the leader queried - "What does a specific color make you think of", next "What does color mean to you"? and then "What feelings do you experience when you are embarrassed"? Use words to describe your sensations. Finally does "this feeling suggest a color to you". Much rapport, some growth of understanding, and some verbal dexterity proceeds from this kind of a group effort.

6. In a group that has been meeting together for a period of time, the leader could throw out as a point for discussion "What comes to your mind if you are asked to think and talk about - "Who am I".

7. Guest - "What an editor does".

8. Guest - A Book Review vs. A Book Report - Differences

9. Contrasts in viewpoints about Books highlighting the fact that every person is different, and each person needs to build up ability to analyze with confidence in his opinion.

   Intimations of respect for others present here also.

10. Use of Spoken Records to increase perceptions of dramatic emphasis - timing, tonal inflections etc.

******

Use of reading aloud, selections to accustom youngsters to play with words and meanings - as Farjeons "Sounds In The Morning" read aloud followed by request for club members to produce words that describe sounds such as honk-honk - whistle (of a train) - tick-tock etc.

******

Games such as writing headlines from a dramatic incident in a book to bring for the next session for the others to guess book and incident.

Describing a book character in given number of phrases - then having fellow members guess who it is.

Ideas for DISCUSSION GROUPS

JUNIOR GREAT BOOKS - leaders, parents as well as possible librarians. Need for training period. May use the Junior Great Books, or may well adapt the idea with other titles of particular interest.

******

Joint program of book discussions with parents, children's librarians and older-age children of books on the new realism such as "I'm Really Dragged But Nothing Gets Me Down", "I'll Get There, It Better Be Worth The Trip", "The Soul Brothers and Sister Lou", "The Pigman".

It is an important need to let children learn how to express their reactions clearly to books. The leader needs practice and the assurance experience gives.

Ideas For DISPLAYS

The art of effective displays has several telling library purposes:

1. to alert patrons to library materials or programs.
2. to relate library projects to community needs, or interests.
3. to encourage participation by using children, or adults with specialties related to children's interests, to furnish or set up displays.
4. to add decorative interest to the library.
5. to point the way to broadening interests.

Displays should be rotated. To be effective, a display should not be up over three weeks.

Standing glass cases with shelves are ideal. Pegboards with buckram base can be effective.
Some older libraries have no effective area for display - this could be made a service club project for the year.

Libraries may borrow ideas from billboards, magazine ads, store advertising, news stories, radio, TV.

Materials for creating effective displays may come from the supermarket, fabric shop, toy box, art or paper goods store, museums, local hobbyists, clubs, publishers, UN, HEW etc.

The display should be related to books - using only one title leads to disaster when all copies are out.

Remember to rotate exhibits, pictures, realia and to be aware of the interests of children to capitalize on this whenever you can.

******

IDEAS for Display:

Seasonal and holidays.
Special events of local interest.
Crafts by children, as children's art.
"Old Fashioned Days" with Chamber of Commerce promotion - use local old books, newspapers with highlights for children, old items such as telephone, typewriter etc., old cards, clothing.
Prize winning - local dog or cat.
Topics in the news - use photos etc., posters you buy etc.
Winter sports exhibit with ice skates from different periods.
Old (historical) clothes children actually wore with book illustrations.
Materials from local hobbyists - arts and crafts
historic objects
birds nest with materials from books, pamphlet and picture files
butterfly collection
Eskimo art
whittling etc.

Ideas For DISPLAYS

Puppetry with books and examples of both commercial and homemade puppets, and of puppetry from foreign lands such as Japanese Bunraku.

Maps - historical events such as Gold Rush with books and pictures
explorer's trails with books, photos
tie-in with author's settings

Foreign countries of particular local appeal and objects with books.

Mathematics - intriguing books with articles, protractor, etc.

Musical instruments.

Children's toys - period or present-day.

Miniature objects.

Figurines from foreign countries depicting activities of the people.

Photos of special local events concerning children.

Examples of children's wire sculptures etc.
" " " paperbag African masks.

******

In a library with a new Children's Wing, there is a special little glassed-in-court with stones, plants, trees, sculptured objects of animals and insects and frogs with sometimes in season live animals.

******

A display says a Museum Director should be attractive, rugged, visible to all.

Exhibits in one library rotate on a three-week basis and are furnished by local hobbyists who register with the library for exhibit time (Library keeps a file on all exhibits for reference). Within the last year or so these exhibits listed had particular interest for the children:

Beatrix Potter - illustrations, figurines, books.
Dolls From Around The World - with books on dolls, costuming, collecting, dollhouses.
Carved wooden figures (comic characters, such as Lil' Abner .)
Shells - with books of identification, on collecting.
Scouts (Boy and Girl)
Camping - with books and pamphlets, brochures.
Indians of North America - costumes, artifacts, pictures, books.

Ideas For DISPLAYS

Japanese dolls - with books and color photos or slides.
Horse collection - with books on horses, on figurines etc.
United Nations - with books and materials.
Valentines - with books about the day and crafts.
Stamp and post card exhibit - books on collecting and identification.
Butterflies - materials hobbyist uses together with books.
Easter eggs - books on how made, and storybooks.

The library fits in the books and other materials to supplement the hobbyists' exhibit loan - and has also special materials in the Children's Room proper when the interest includes children.

******

A Christmas exhibit featured a "Christmas Carousel" that came from a local bakery and was appropriately decorated by the Children's Librarian. Figure stand-ups were added with a few Christmas books. The Carousel flew a flag proclaiming the three special Christmas programs. The exhibit case below included Christmas classics and a small drum beside the Keats' "The Little Drummer Boy"- a hand-carbed wooden camel stood beside van Dyke's "The Other Wise Man" and an imported, hand-painted nutcracker man was placed next to Chapell's "The Nutcracker".

Note here: It is best to use a jacket around a dummy book with displays so that the actual copies of the title can be in circulation at all times.

Project Learn - what does this connote? One library gathered materials on its special functions for display, tying in school-relationships and public library information services. A brochure was also available for distribution during the exhibit.

******

Ever thought of tying in your Community Calendar with area programs available to children? Times and prices of skating rinks, swimming pools, etc.?

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SOURCES OF MATERIALS TO HELP WITH DISPLAYS:

1. THE CALENDAR of the Children's Book Council published three times a year.
send name and address together with $1.00 to:

The Children's Book Council Inc.
175 Fifth Avenue
New York 10010

Ideas For DISPLAYS

2. Garvey - LIBRARY DISPLAYS H. W. Wilson 1969

3. Coplan - POSTER IDEAS AND BULLETIN BOARD TECHNIQUES Oceana 1962
EFFECTIVE LIBRARY EXHIBITS Oceana 1958

4. Randall - BULLETIN BOARDS AND DISPLAYS Worcester, Davis 1961

Wilson Library Bulletin

Spring 1967 saw a series of Workshops here in Connecticut in two areas for Children's Librarians which included a Workshop on "Exhibits and Promotional Materials".

Ideas of FILM AND FILM PROGRAMMING

Films can be used in several ways for programming with children. First - they may be combined with live storytelling, or as alternate kinds of impressions (see also the heading MULTI-MEDIA and MULTI-PROGRAMMING). Second - they may be used as the sole program. Third - a few films are rather long, and these can be used as a continued story and shown in two or three sittings.

There are imaginative art films, documentaries, travel and wildlife narratives, animated films. Ideally film showings should be related to books - with a display of books, or a brief book talk about a variety of age levels of books related to subject of the film. Those of you who came in the Spring of 1967 to the Program on Film showing for Children .... "Family Nights at the Public Library" will remember how I did this to Miss Hyatt's explanation of the mechanics of film arrangements and technique of procuring and using films.

Films shown in the public library (this also applies to filmstrips and to film loops) should avoid duplicating public school curriculum material.

Good 16 mm films are available. The list of sources will list guides to such films. 8 mm films are becoming available, and children are now making their own films (mainly here in Connecticut, under programs with the Commission on the Arts).

******

Family Night Film programs, showing films of interest to differing age levels are a tradition in numerous libraries on the night when stores are open, families combine shopping and picking up the week's supply of library books.

******

Some libraries are now showing films or film loops after school for half-hour, or three-quarter hour programs where the youngsters can come in, stay a bit, leave, somebody else drop-in for a time. These are break-type programs (used for young adults as well).

******

Libraries may have a sequence called a Film Festival - lasting all day - or a half-day for stated intervals again there is a fluctuating audience.

Seasonal film sessions are frequently held - Christmas, spring recess, summer.

Ideas for FILM AND FILM PROGRAMMING

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Mobile vans and movies on the street are frequently used in inner-city work to bring the library to non-library users.

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Popular films with children fourth grade up include:

Kon-Tiki
Dr. Jekyll and Mr. Hyde
Of Sport and Men
The Great Adventure
Traps and Snares
White Mane
Four Days of Gemini IV
Search for Ulysses
Miss Goodall and the Wild Chimpanzees
The Wonderful World of San Francisco
The Golden Fish
The Red Balloon
The Chairy Tale

Younger level children enjoy:

Help My Snowman Is Burning Down
Paper Kite
Alexander and the Car with the Missing Light
Neighbors
The Magic Book
Boiled Egg
Clay
Little Blue and Little Yellow

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The outstanding film strip so far have come from Weston Woods.

This spring Viking Press is initiating sound filmstrips of several favorite picture books.

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See also the unit on Multi-Media and Multi-Programming for ideas.

Sources on films:

Film Library Quarterly, Winter 1968-69 Abstractions for Four Year Olds by Liz Weiner.

Ideas for FILM AND FILM PROGRAMMING

Film Library Quarterly, Fall 1969 — Children's Cinema by Anne Pellowski

Sightlines, January-February 1969 — Instant Movies at the Curbstone by Penny Northern
Films Where the People Are by Staff, Enoch Pratt Free Library
Developing An Audiovisual Program for Use with Culturally Deprived Children by John McAdams.

Library Journal, February 15, 1970 — Notes from a Semi-Darkened Room, by Diana Lembo

Film Library Quarterly, Spring 1968 — Yellow Ball Workshop, by Yvonne Andersen

Cultural Affairs No. 3 1968 — Moving Children into Movies, by Sister Bede Sullivan

Lidstone CHILDREN AS FILMAKERS Van Nostrand Reinhold, 1970

Some Sources of Reviews and Annotations of Films:

FILMS FOR CHILDREN by the New York Library Association 1966
(in process of revision)

FILMS FOR CHILDREN with 1965 Supplement. Educational Film Library Association.
(Needs Supplement now but useful still for background).

BOOKMARK (New York State Library Journal) Audio Visual Materials Section

Library Journal - issue date the 15th of each month - section called Screenings, also Filmstrips (Gathered yearly in November 15th issue and called Audio-Visual Guides)

Booklist

Reviews in SIGHTLINES, and in Film Library Quarterly

Media and Methods, monthly Young Filmaker's Exchange by Hank Putsch

Ideas for GAMES AND ACTIVITIES

Games furnish relaxation. For the single child or a small group, games can mean stimulation too.

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Some mobile vans in largely populated areas carry equipment for group games.

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Games to consider: Younger Children

1. Lotto Wood Lotto from Creative Playtime
2. Wood Capital Letters " " "
3. Wood Numbers and Math Symbols Creative Playtime
4. Roundabout Puzzles " "
5. Objects (with names)
6. Apartment Puzzle from Three Worlds
   House Puzzle " " "
7. Peg Number Boards " " "
8. Miniature Traffic Signs (Playskool)

Older Children

1. Checkers
2. Dominoes
3. Chess

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Tuesday at 3:30 p.m. during summers is game time in one library.

******

Boy's Club with regular visits by Children's Librarian has

Acting-out games
Spelling games
Arithmetic games

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Make a wall plaque for pre-schoolers with shoestrings to tie. (This similar idea to Creative Playtime's Playful Puppy, and the Dress-Me-Doll which you might also use).

Ideas for GAMES AND ACTIVITIES

Visit the Community Center, or Day-Care Center to present unstructured program - lead way back to library on foot, or in mini-bus with a balloon parade for more structured programs.

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Flannel boards prepared by staff for I KNOW AN OLD LADY
ALICE IN WONDERLAND
PINOCCHIO

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Use flannel board with pre-school story hours. One librarian says "I use a Milton Bradley black flannel board 36 x 24 that I place on table, I sit on a small stool beside the table. I like to be only slightly higher than the level of the children so they all can see. The first flannel board story I read to a new group is The Three Billy Goats Gruff, it's a simple story and my favorite flannel board story. I put the bridge in place, the green grass and trees on the right of it, introduce the mean old Troll and the three Billy Goats named Gruff. It's fun for me and they are so attentive I know they are absorbing what I say. At this time of the year they have most of the stories learned so that as I place the characters on the flannel board they tell me the story. In addition to the above mentioned story, we have Little Red Riding Hood, The Three Pigs, The Three Bears, The Gingerbread Boy and another set that has scenery and characters where you can make up a story, or the children can. This is a wonderful way to introduce farm animals, wild animals, family groups- both animal and human. Sometimes you can make up a short story at the time you are showing these. I also have many of the nursery rhymes and do these often enough so the children become quite familiar with them."

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After children become acquainted in story-hour pre-school session, children may be selected to put appropriate figure on flannel board - these bring feeling of participation.

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Puppets

I have two sets of heavy cardboard puppets, they are between 3 and 4 feet high. One set is of The Three Little Pigs and the other The Three Bears. Each has ample sized holes for a child's head and both arms. Four children are quickly chosen to act out the parts in the "play", we use an area in the room for the "stage". By the time I use these tools of learning, they know the story and each character quite well. We do one of these puppet plays maybe once a month.

Ideas for GAMES AND ACTIVITIES

Use creative stichery with young children - need only yarn, needles with large eyes, and burlap.

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Paperbag African mask-making activity - need paperbags, paper and cloth scraps, feathers, buttons, beads, straw, paints, crayons.

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Wire sculpture - making possible for older children.

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Model making - example lighthouse
Dutch village
farm

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Cut and paste - and paper-folding activities

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Yarn dolls

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To weekly meetings of specific clubs, add a particular trip or so:

to Acquarium
" Planetarium
" Nature Museum
" Puppet Show
" Paperback store for purchasing a book a piece
" Hayride

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MAGIC SHOW - with adult in community as expert
or
with older child as expert

relate to books on subject
give time for question - and - answer period

Ideas for GAMES AND ACTIVITIES

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Possible to work with clay modeling.

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Fingerpainting projects

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Dollhouse-making
Furnishing a doll house
Dressing dolls in costume

******

Fun with Cooking Ages 10-15 First Saturday of Month
Girls - from 11:00 a.m. - 12 Noon
Boys - from 1:00 p.m. - 2 p.m.

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Short course on appearance offered to sixth, seventh grade girls with opportunities for sewing, discussion of mensturation, dating etc. - For Girls Only. Things to make and bring for special holidays.

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NOTE THE OVERLAP between this section and ARTS AND CRAFTS, CREATIVE DRAMATICS, and MUSIC .

Some Sources:

Baldwin	GAMES OF THE AMERICAN INDIAN	Norton 1969
Opie	CHILDREN'S GAMES IN STREET AND PLAYGROUND	Oxford 1969
Millen	CHILDREN'S GAMES FROM MANY LANDS rev.	Friendship 1966
Webb	GAMES FOR YOUNGER CHILDREN	Morrow 1947
Schwartz	THE RAINY DAY BOOK	Trident 1968
Boston Children's Hospital Medical Center	WHAT TO DO WHEN "THERE'S NOTHING TO DO".	Delacorte 1968
Purdy	JEWISH HOLIDAYS, FACTS, ACTIVITIES AND CRAFTS	Lippincott 1969
Purdy	FESTIVALS FOR YOU TO CELEBRATE	Lippincott 1968

Ideas for GAMES AND ACTIVITIES

Some Sources (continued)

Perl	RICE, SPICE and BITTER ORANGES	World	1967
Buell	FESTIVALS OF JAPAN	Dodd	1965
Shapiro	WIDE WORLD COOKING	Little	1962
McDonald	CASSEROLE COOKING FUN	Walck	1967
Helfman	TRICKS WITH YOUR FINGERS	Morrow	1967
Rawson	THE GOLDEN BOOK OF MAGIC	Golden	1964
Worrell	THE DOLLHOUSE BOOK	Van Nostrand	1964
Gee	MAKE YOUR OWN DOLL HOUSE FURNITURE	Branford	1959
Davis	TOYS TO SEW	Lippincott	1961
Guild	CREATIVE USE OF STICHES	Davis	1964
Beidelman	CREATING WITH CLAY	Crowell-Collier	1967
Lewis	FOLDING PAPER MASKS	Dutton	1965
Cummings	101 MASKS	McKay	1968
Payne	ADVENTURES IN PAPER MODELING	Warne	1966
Temko	PAPER FOLDING TO BEGIN WITH	Bobbs	1968
Wirtenberg	ALL AROUND-THE-HOUSE ART AND CRAFT BOOK	Houghton	1968
Kuwubara	CUT AND PASTE	Obolensky	1961
D'Amato	AFRICAN CRAFTS FOR YOU TO MAKE	Messner	1969

Ideas, a MISCELLANY

LENDING TOYS for Circulation

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Borrowing toys for display with books (Children bring toys related to a favorite book).

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JUNIOR FRIENDS of the LIBRARY may work with Summer Programs, or Winter Programs as assistants to the librarian.

Monthly Newsletter lists recommendations for books read and liked (brief) - things to do - places in the local area to go to such as skating ring etc., poetry, stories of art work by children.

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Non-READERS BOOK CLUB offers various field trips (some relation to books, or other materials such as pictures, slides, films to offer as lures).

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Sidewalk vans with racks of books, mostly paperbacks, set out on street - Library staff hawking wares (and the library incidentally).

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Purchase of paperbacks for children in numbers for library circulation - No cataloging or binding reinforcement.

******

Use of paperbacks for Summer Book Clubs
or for Winter Book Clubs

Circulation of paperbacks at gathering places for young fry in the summer SEE APPENDIX, "Paperback Pool Collection".

******

In inner-city explore possible sale of paperbacks with a volunteer staff to cope with the sale routine.

Ideas, A MISCELLANY

"Listening" programs to make children aware of everyday sounds, sights - children relate impressions.
Film available on this also.

******

SHACK-LIBRARY

A good summer project to get collections into neighborhoods where there is little book use. Sometimes a corner of a store can be used with a giant poster announcing the days and hours when the collection can be borrowed. (In some areas, danger of light-fingered patrons picking up small store items)... If the inner portion of a neighborhood school building is locked, sometimes a protected entry can be used. No matter how simple, the facilities must be right on the sidewalk. Collections most effectively served by teen-agers in summer garb - reading something easily shared with curious passer-by. Usually a couple hundred books are enough (serve as a wedge and contact with non-library users). Key the collection to the neighborhood. In a Puerto Rican neighborhood, characters with Spanish names, illustrations with dark-eyed, dark-haired people. Reading aloud, or singing, use Spanish names, stories, songs, etc. Stock also bi-lingual materials for adults - many of these work long hours, and have no energy left to come to an unknown library. Project Leer materials for Spanish speaking together with simple materials on consumers information, home-making, nutrition, etc.

Temporary libraries can even be operated from a station wagon, or ordinary car provided there have been previous announcements (newspaper, radio, posters with bi-lingual information). Even a child's blackboard can serve as a poster.

Some Sources:

Articles on Book-vans, Branch Changes in library periodicals

from TOP OF THE NEWS November 1967 - "Great Paperback Mystery" by Judith Higgins

January 1969 - "Paperbacks, Libraries, and the Young", edited by Priscilla Moulton

Rand - LISTEN! LISTEN! Harcourt 1970

Ideas for MULTIMEDIA DEVICES and MULTI-PROGRAMMING

Visual aids projects, programs, loans to patrons provide the public library with a rich opportunity for services. Visual aids may lead to books, but offer in themselves sources of vast enrichment.

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Films, filmstrips, slides, viewers, transparencies, pictures in black and white, photos, color reproductions, etc.
Records, tapes.
Sound and light effects are all a part of visual aids projects, programs, loans.

Needed: tape recorder, record player with headsets, film and filmstrip machines, sound filmstrip projector, opaque- overhead projectors, radio, television.

Ever thought of doing slides of your community - with a taped presentation:
Could older level children do this? Yes!

******

Consider the possibilities of a round-robin story on tape done during summer, or winter, program time by the youngsters themselves.

******

Ever listened to yourself on tape, reading or talking?
Children do this for fun, and for remedial effect.

******

Children enjoy Viewmasters in the library, or circulated, and exclaim over spacemen, prehistoric monsters, wild animals, sights from other countries.

******

Film loops offer much the same experiences as the above.

******

Have taped interviews between children - during a hobby program, a book discussion, puppet show (after a performance that has gone well, for example).

Ideas for MULTIMEDIA DEVICES and MULTI-PROGRAMMING

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Tried the book and tape cassettes for the ill, the handicapped?

Children are likely to be amazingly dexterous with mechanical devices - give them opportunities!

The devices offer a marked chance for a child to realize untapped potential - give him this chance - trust him - let him achieve self-confidence! Give him assistance - if you can't, provide the mentor - new worlds open for all concerned.

Books can be related to this world - remember ideas are all-important, and ideas and ways of expressing them unlock many doors to growth and happiness!

See Ideas for Films and Film Programming.
" Ideas about Recordings.

Some Source Materials:

Sources for-see references above.

Periodicals:

(Hometown) MAKE YOUR OWN AV MATERIALS in Grade Teacher September 1967

A HIGHLY ADAPTABLE PACKAGE in Library Journal April 15, 1967.

Pamphlets:

"The Unique Genius of Norman MacLaren" from International Film Bureau, Inc.

Books:

Sources for - see references above

Brodbeck MOVIE AND VIDEOTAPE: SPECIAL EFFECTS Chilton 1968

Multi-programming uses a variety of mediums on a theme, and reveals manifold possibilities to children. It requires enthusiastic knowledge on the part of the librarian, and an alertness to opportunity to promote interests.

Ideas for MULTI-PROGRAMMING

Books; fiction, folk tales, art books, song books, cookery books, hobby books, poetry, natural science may fit into the theme - Records: spoken or musical - Live music on the spot - Films, slides, loops, filmstrip may well play a part - Objects and artifacts may be used - Games may be introduced - Posters, Photos etc. - Foods - Examples follow:

Do You Know This Country? - a Summer Program, part of a series.

First, came a talk with pictures, an introduction to the Netherlands. Discussion and questions about objects including books set around the room followed such as wooden shoes, dress and work pairs, Delft ware, dolls in natural costume, material embroidered with Dutch figures, Dutch tiles. Refreshments were Dutch apple cookies and Dutch chocolate. Each child was given a Dutch hat made from paper to color, pictures were taken, and the children took themselves and their hats, so newly acquired, home.

******

A Week In The Orient - (family groups were invited as well as regular club members).

Art objects were displayed and explained.
An expert gave an origami demonstration.
There was a film showing the tea ceremony.
Models of houses from various Oriental countries were on exhibit.
Clothes were modeled.
Japanese dancing took place.
The mysticism of the flower arrangements was shown.
Children made miniature gardens.
Travel films - shorts, were shown.
Records of various instruments were played, in some cases the instrument was held up and explained.
Oriental folk tales, fairy tales, poetry were used during storytime.

******

Mexican Culture and History Week.

Reproductions of Mexican paintings - were hung.
Mexican pottery, textiles, jewelry - discussion of motifs.

There was a demonstration of pinata making - and the pinata was broken (great excitement).

Spanish books and magazines were featured.

Mexican dances were performed.

Ideas for MULTI-MEDIA and MULTI-PROGRAMMING

Travelogue film was shown, and also a live travelogue with models of Indian art on another day.

A baked goods sale took place.

Mexican poetry was read aloud.

******

During Negro History Week, an African student came to talk about life in Kenya. She told a charming Anansi story - several collections of these were shown and talked about along with Zomo the Rabbit. The children asked questions and could hardly believe there were cities with electric lights, houses with floors and not a crowd of crocodiles everywhere.

******

Weekly Guess What Program

Every week somthing new to see, hear about, listen to, examine. Many were book oriented, but not all. Films, activities, crafts, musical instruments, clothing from distant hot lands, kinds of animals in the wilds shown in slides etc.

******

SUMMER

A TWO-DAY BOOK FAIR with these events (on the hour) from eleven in the morning until last event at 4:30 p.m.

Movies
Do It with Books - Salads
Story-telling
Puppet Show
Movies
Do It With Books - Sewing
Storytelling
Do It With Books - Arts and Crafts
Know Your Neighbors - Young and Old

******

"AWARENESS" - community resource people used in collaboration with schools and public library.

Walks with talks on the library - books, prints, records, magazines.

Ideas for MULTI-MEDIA and MULTI-PROGRAMMING

Walks around the town
2. historic spots
3. economic aspects
4. natural history - local
5. technological aspects - materials of buildings, source, period
6. roof lines - architectural features

******

A "Awareness"
posters - theme effect of color film "Fiddle Dee Dee" - sensations during discussion of words beginning with f, as reactions to friend
fall
February
fish
Friday
recitation of rain poems - repeated together.

******

Film program integrated with music, poetry, book talks, stories, craft activities -- themes:
Fun with Music
For Children By Children
Animal Frolic with Poetry
Artistic Expression
Inventors - Model Displays

******

Talent Show
children singing
reciting
dancing
baton twirling
single and combined events
Summer Program's End
Children put this on themselves with help of adult leader.

******

Holiday program series featuring Christmas stories, guest guitarist, Christmas films, story of the Creche Ornaments and how purchased.

The following are examples of summer programs in Evanston this past summer arranged and given by Miss Sandra Stroner who has generously shared her programs with us in Connecticut.

Ideas for MULTI-MEDIA and MULTI-PROGRAMMING

K - 2 *** SCENE I

Sandra Stroner

Poetry

"Someone" from Peacock Pie by Walter de la Mare

Story

"The Gunniwolf" from The Gunniwolf and other Merry Tales by W. Harper

Activity

Wolf hunt

Poetry

"The Adventures of Isabel" by Ogden Nash

Game

"Fire, Fire" from Juba This and Juba That

Story

"The Old Witch" by Joseph Jacobs from Witches, Witches, Witches by Hoke

Story

"The Yellow Ribbon" from Juba This and Juba That

Sound

Poetry: "The Baby Goes to Boston" by laura Richards

Story: "The Conjure Wives" by Frances G. Wickes in Ghosts and Goblins by Wilhelmina Harper

Game: What Did You Put in Your Pocket? by Beatrice Schenk de Regniers from Juba This and Juba That by Virginia Tashjian

Story: The Bremen Town Musicians by Grimm

Activity: Song, "She'll Be Coming Around the Mountain When She Comes"

Ideas for MULTI-MEDIA and MULTI-PROGRAMMING

Sandra Stroner

K - 2 *** SCENE I

SOUND(cont.)

Tongue Twisters: Peddler's Pack by Justus

Story: "The Hobyohs" (author anonymous) from Juba This and Juba That by Virginia Tashjian

INTERMEDIATE *** SCENE II
July 7, 1969

Traveling Through the World of Fantasy

Introductory Music: Tchaikovsky's Nutcracker Suite

Room Decoration: Travel posters recommending fantasy books; for example:
"Meet Bilbo Baggins in The Hobbit"
"Travel with Alice in Wonderland"
"Ride with Milo through The Phantom Tollbooth"

Program

Introduction -- Special Effects

Introduced the summer program, "Travel Through the Universe of Books"

Showed and put on the Magic Traveling Ring which takes children to the World of Fantasy

Poetry: "Us Two" by A. A. Milne, Now We are Six

Reading: Cut from The Little Prince by Saint Exupery with pictures (from Travels to the 7 Different Asteroids) flashing in the background from the opaque projector

Reading: Time at the Top by Ormondroyd, Chapter 5

Film: The Red Balloon by Lamorisse

Ideas for MULTI-MEDIA and MULTI-PROGRAMMING

Sandra Stroner

K - 2 *** SCENE I

SOUND(cont.)

Tongue Twisters: Peddler's Pack by Justus

Story: "The Hobyohs" (author anonymous) from Juba This and Juba That by Virginia Tashjian

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Ideas for MULTI-MEDIA AND MULTI-PROGRAMMING

Sandra Stroner

INTERMEDIATE *** SCENE II

Traveling Into Magic, Mystery, and Suspense

Introductory Music: The Sorcerer's Apprentice by Leonard Bernstein

Setting: Dark room in silence with a large strobe candle lit

Program

Poem: (in the candlelit room)
"Little Orphant Annie" by James Whitcomb Riley

Also, from My Poetry Book selected by Grace Huffard and Laura Mae Carusle

Story: "Black Magic": from Three Oranges by Boggs

Story: "Wait 'Til Martin Comes" from The Scary Thing at the Foot of the Bed by Maria Leach

Movie: "Golden Fish"

Activity: "Halloween Night" from Act It Out by Bernice Wells Carlson

Story: "The Ghostly Hitchhiker" from The Scary Thing at the Foot of the Bed by Maria Leach

Story: "The Hobyams" from Juba This and Juba That by Virginia Tashjian

Closing: Everyone makes a wish as candle is blown out.

Traveling Into the World of Humor

Underlying Theme: A Vaudeville Show with signs presented on an easel to introduce each selection; plus, jokes and riddles interspersed between them. Jokes were taken from Jokes, Jokes, Jokes by Helen Moke and Perplexing Puzzles & Tentalizing Teasers by Martin Gardner

Program

Film: "The Rink", a silent flick starring Charlie Chaplin.
Children enter with movie in progress

Ideas for MULTI-MEDIA and MULTI-PROGRAMMING

Sandra Stroner

Program(cont.)

Poetry: "Eletephony" by Laura Elizabeth Richards from My Poetry Book

"Sarah Sylvia Cynthia Stout":from Beastly Boys and Ghastly Girls

Selections from Alexader Soames: His Poems by Karla Kuskin

Selections from More Tongue Tanglers and a Rigmarole by Charles Potter

Dialog: "The Little Girl Named I" by e.e. cummings in Fairy Tales

Songs: (with guitar accompaniment)
"The Old Lady Who Swallowed a Fly" and "Very Unfortunate Man"

Reading: "The Three Hunters" from I Saw A Rocket Walk a Mile by Carl Withers

Dialog: "Good or Bad?" from I Saw a Rocket Walk a Mile by Carl Withers

Story: "The Princess Who Believed Everything She Heard" from More Danish Tales by Hatch

Film: "Clay or the Origin of the Species"

Traveling Through Cities -- Real and Make-Believe

Background: Slides of cities around the world

Introductory Music: "Folk Dances for all Ages" by Michael Herman's folk dance orchestra

Program

Story: "The Lost Half-Hour" from Henry Beston's Fairy Tales by Henry

Movie: "Little Blue and Little Yellow"

Poetry: Taken from On City Streets by Nancy Larrick

"Rhyme of Rain" by John Holmes (in dialogue)

"A Lazy Thought" by Eve Merriam

"Mother to Son" by Langston Hughes

"Rat Riddles" by Carl Sandburg

Taken from Today is Saturday by Zilpa Keatley Snyder

Ideas for MULTI-MEDIA and MULTI-PROGRAMMING

Sandra Stroner

INTERMEDIATE *** SCENE II

Program (cont.)

"The Artists"

Story: The Loudest Noise in the World by Benjamin Elkin

Songs: (travel across the country in song)

"This Land is Your Land"

"Blow Ye Winds"

" To Morrow"

" The Fox"

JUNIOR HIGH *** SCENE III
July 16, 1969

Back Ground Music: Drum and fife music from Civil War Music, vol. 1

Readings: "Illusion of War - poem by Richard Le Galliene

Selection from This Hallowed Ground by Bruce Catton

Selection from The Red Badge of Courage by Stephen Crane

Dual Reading from Across Five Aprils by Irene Hunt

Selection from Across Five Aprils, p. 216

"nancy Hanks" - poem from Time for Poetry by Arbuthnot

Selection from Abraham Lincoln in Peace & War, p. 142

Movie: Occurrence at Owl Creek Bridge

Ideas for MULTI-MEDIA and MULTI-PROGRAMMING

Sandra Stroner

Junior High - SCENE III

Colorama

Background Music: "Colours" from Farewell Angelina by Joan Baez

Introduction: by Sandy Stroner

Program

Reading: "What is Pink?" by C. Rossetti from The Golden Journey by Bogan & Smith; read by Sandy Stroner & Laurie Friedman

"The Huckabuck Family" from Rootabaga Pigeons by Carl Sandburg Read by Laurie Friedman

"The Purple Cow" by G. Burgess from Piping Down The Valleys Wild, edited by Nancy Larrick, and enacted by Laurie Friedman

"Distant Color" from The Real Tin Flower by Barnstone, read by Laurie Friedman

"Taught Me Purple" by E. T. Hunt from City Streets, edited by Nancy Larrick, read by Sandy Stroner

Movie: Little Blue & Little Yellow

Songs: "What is Blue", sung by Laurie Friedman, taken from Hailstones & Halibut Bones by O'Neill

A "blues number" - title unrecalled

"When You Pour Milk", sung by Laurie Friedman from The Real Tin Flower by Barnstone

"Yellow", sung by Sandy Stroner from There is No Rhyme for Silver by Merriam

"Red", sung by Laurie Friedman from The Real Tin Flower by Barnstone

"The Colors Live", sung by Laurie Friedman from Hailstones & Halibut Bones by O'Neill

"The Lady's Room", sung by Sandy Stroner from The Little Book-Room by Farjeon

Movie: The Golden Fish

SEE APPENDIX FOR EXCERPTS FOR April, 1969 TOP OF THE NEWS ARTICLE by Sandra Stroner and Florence Burmeister on Summer Happenings (Multi-Programming).

Ideas using MUSIC

Music in the library? --- Yes, indeed! and here are some suggestions:

Children as performers i.e. guitar
violin
recorder
drums
etc.

******

Children in folk singing programs (planned, or just happenings) - offers spontaneous release and interest.

******

Adult musicians (community resources people) who offer various kinds of creative programming such as harpist - with discussion of instrument and music for the harp.

a violinist (see ARTS and CRAFTS) who played and had children through painting express the meaning of the music - or the feelings the music created in them).

a recorder, or a lute player with period music etc.

******

An adult who uses the guitar in connection with pre-school storytelling has the children join in after initial playing and learning the song together.

******

A story-teller who combines stories with singing folk-songs accompanied by an instrument.

******

A guest performer - may be an adult, or could be older child who plays instrument like guitar which lends itself to easy programming ..... combination of his performance, singing games, learning songs together, poetry or nonsense verse set to music.

Displays of musical instruments combined with books and music scores.

******

A small collection of instruments which can be circulated - excluded would be valuable instruments, instruments with mouthpieces etc. which are obvious.

Ideas for MUSIC

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See also RECORDINGS.

******

A summer program with impact! - A Jamaican drummer taught children in a summer program how to play the drums, and how to make their own instruments (Next year a couple of these youngsters took over as group-leaders).

******

Ask a Community Resources person such as an exchange student to come and talk about the music of his country - with demonstrations either live, or recorded.

******

Music of the Far East - a series, if possible, of demonstrations by local resource people who may interweave theater, religion, art into this - could use films also.

******

A make your own instruments program over a period of time - with a concert at the end of the program.

******

For upper grades - a rotation of steel bands, local, recorded - live discussions - use tapes also.

******

An annual event in one town! The public library auditorium is the scene of a concert during National Music Week by the Greater - AREA Elementary School Orchestra - free and open to the public.

Library has many displays featuring books, musical scores, recordings, periodicals, posters, photos etc.

******

Interweave musical instruments such as the drum, the kalimba, on programs on Africa - instruments children can play themselves.

Ideas for MUSIC

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In programming, plan for singing games, even for the intermediate child, who does not have sufficient opportunity these days for participation and release of energies and tensions.

******

Use either live music, or more easily, recorded music at end of school day - children find it soothing and as a result settle down faster in the library. See RECORDINGS.

******

There are some films - filmstrips on music.
Possible for special TV program on NET if television set in library.

******

DANCING - closely related to music comes into creative programming as source of Relaxation, Expression, Discipline self-imposed, Group Pleasure and Harmony.

******

Modern interpretive dancing to words with music background as shown in the film "WE REAL COOL".

******

Possibility of combining folk dancing with folk singing.

******

How about out-door-summer folk dancing? provided there is the experienced folk dancer who will serve as leader (if librarian does not do folk dancing).

BALLET Program in the Public Library, given by the Ballet Society of Connecticut, "THE NUTCRACKER"

If ballet troupe in your area - co-sponsor an appearance in the library (if auditorium) for a special children's program.

SOME SOURCES:

In NONBOOK LIBRARIANSHIP, ed. by Kujoth, Scarecrow Press, 1968
see FOLK SING IN THE LIBRARY by Jerome Cushman.

Ideas for MUSIC

Some SOURCES: (continued)

Yurchenko	FIESTA OF FOLK SONGS FROM SPAIN AND LATIN AMERICA	Putnam	1967
Brand	SINGING HOLIDAYS	Knopf	1957
Felton	COWBOY JAMBOREE	Knopf	1951
Dietz	FOLK SONGS OF CHINA, JAPAN AND KOREA	Day	1964
Haywood	FOLK SONGS OF THE WORLD	Day	1966
White	CHILDREN'S SONGS FROM JAPAN	E. B. Marks	1960
Seeger	ANIMAL FOLKSONGS FOR CHILDREN	Doubleday	1950
Hofmann	AMERICAN INDIANS SING	Day	1967
Bley	BEST SINGING GAMES	Sterling	1957
Tobitt	THE RED BOOK OF SINGING GAMES AND DANCES FROM THE AMERICAS	Evanston, Sunny Brichard Pub.	1960
Britten	THE WONDERFUL WORLD OF MUSIC	rev. Doubleday	1969
Gilmore	FOLK INSTRUMENTS	Lerner	1962
Dietz	MUSICAL INSTRUMENTS OF AFRICA	Day	1965
Landeck	ECHOES OF AFRICA IN FOLK SONGS OF THE AMERICAS	McKay	1969
Balet	WHAT MAKES AN ORCHESTRA	Walck	1951
Stoddard	FROM THESE COMES MUSIC	Crowell	1952
Mandell	MAKE YOUR OWN MUSICAL INSTRUMENTS	Sterling	1957
Hawkinson	MUSIC AND INSTRUMENTS FOR CHILDREN TO MAKE	Whitman	1969

Ideas to be gained from MUSEUMS

In "Museums and Education" Bartlett Hayes Jr., director of the Addison Gallery, Phillips Academy, Andover, Massachusetts says (speaking of the Museum in general) "like the library it is an institution, whether public or private, which people may turn to for enlightenment and satisfaction". (Papers presented at the Smithsonian Institution Conference at the University of Vermont 1966).

In the fall of 1969, the Library Journal reviewed "The Sacred Grove" (Essays on Museums) by Dillon Ripley, Secretary of the Smithsonian Institution and stressed the implications in the book for public libraries. There is also frequent reference to the need for a new philosophy and an activist role in Museums, much has been printed about the Metropolitan on this score within the last six months.

W. Aubrey Cartwright of the International Council of Museums states: "Museums (the Council) believes, no longer exist to serve the cultural or social needs of a small elite. Instead, they have a dynamic educational function to fulfill. In the world's more prosperous societies, they exist to help man make better use of his leisure time. In the developing countries, they bring him face to face with the benefits of technology, th lessons and example of history and the value of culture, his own and other people's. While catering to the needs of the profession, the International Council of Museums bears in mind both the museum going public and that public that does not have or has yet to discover museums".

"Museums ..... are unrecognized because they are forms of open education, that is, the exhibits are there. They can be taken or left alone" ... Dillon Ripley goes on to say - how similar to the position of the public library.

"In certain areas in Africa, important strides in education and cultural development are being made through the institution of new museums - museum techniques" - again implications for libraries.

The director of the International Council of Museums, Huges de Varine Bohan warns us .....Either museums will transform themselves into an activist role, or as he writes "either the mutation will take place or the museum as a living institution will disappear. Petrified into a state of passive conservation, it will be nothing but a static cultural archive center, oblivious of its responsibilities and remote, if not entirely removed, from those who most require it". Again, the linkage between the two institutions and future augeries.

A note of hope as Ripley states ..... "Museums are the greatest available laboratory for studying the problem of how to create interest, and this problem is central to our quest for survival as people". Can we learn this too by watching and adapting from Museums?"

Three important museum experiments have taken place recently:

1. Muse (as it is nicknamed) the Bedford Lincoln Neighborhood Museum, called in the New York Magazine "a maze of circular and elliptical rooms alive with industrious children by day, an outlet for creatively frustrated adults in the evening, and a factory for invention and discovery."

Ideas to be gained from MUSEUMS

The impromtu "touch and see" programs are an important part of the program and show the refocusing of traditional museum science - "ghetto children don't go into the country, haven't ever held a baby bird, don't have parents with the time and interest to discuss the diet of a dove. Few of the exhibits are behind glass. Indian statues can be picked up and held. Sombreros, fezzes and Andean snow caps can be tried on, modeled in front of mirrors. Dolls, stuffed animals and magnets can be borrowed and taken home for a week.
The second floor buzzes with activity after school and on Saturdays. Art classes provide materials, guidance, space for the talented - open sesame to the uninitiated. Photography is taught. Poetry workshop groups enable children to communicate their feelings and order ideas. Astronomy classes and stargazing for young and adult are new experiences. Instrument lessons, with instruments available for loan on practice. There are also many adult activities.

Muse was started by the Brooklyn Children's Museum and is a pilot project for ghetto neighborhoods. There is a drive for local volunteers to rid the image of an "exteriorly imposed, white-oriented enterprise".
There are financial and administrative difficulties to overcome - but MUSE offers hope and challenge and imitators from museums and public libraries.

Read the October 1961 issue of NEW YORK Magazine on BROOKLYN.

a. Anacostia Neighborhood Museum 2405 Nichols Avenue S. E.
(Washington environs)

In 1966 the Smithsonian began to look about for the right place for a Neighborhood Museum wanting community involvement, reflecting community interests, needs, desires. Stability was wanted as well as community participation. This is a poor area with a dense population of mostly employed people with jobs that pay poorly.
The Southeast Neighborhood House expressed real local interest and with active community encouragement and understanding, a theater on a main artery was leased. Exhibits are made up by the Smithsonian, and rotate quickly. In the former theater, there is a replica of an Old Neighborhood Store, and a Postoffice. A gay zoo sometimes houses small live beings. Exhibits are those that have meaning for this community. When I was there in November 1969, there was a fascinating large exhibit on RATS and Riddance using posters, blown up photos, filmstrips, tapes, color film. It went back into history with a bubonic plague, and went into specifics of how to keep garbage under cover today etc.

Ideas to be gained from MUSEUMS

2. Three C's highlight mymemory of this absorbing place:
COLOR
COMMUNITY AGREEMENT AND INTEREST
CARE

There are now three buildings - one for Arts and Crafts, one Administrative, as well as this first building.
Miss Zorah Martin made time to talk with me - showed me slides of exhibits, programs, people in the community - spoke of the methods used - the structured programs of tours, the non-structured programs and drop-in visits (both of which I saw). Great skill has created an effect of openness together with a variety of impressions in a relatively small space.
The staff lives in the neighborhood - a great asset, concern in a neighborhood feeling; they give out warmth, pride. In two years of existence, there has never been any vandalism. Great care is taken in maintaining the buildings, and the whole effect of the surrounding blocks has reflected the care and attractiveness. Major programs and exhibits have included Folklore, Jamaican Exhibits, Africa Today, Pottery, The Arts, The Zoo, Fashion, Concerts, Films, Discussion Groups, day-evening-weekends, Plays. Many slide-tape presentations make up part of the exhibits, guests of renown who fit into the exhibit theme are featured.

They are understaffed, hard-worked, but the impact on the community speaks in praise. (I came out from Washington by cab, and went back to Washington by cab). Both times the drivers knew about Anacostia Neighborhood Museum, talked about the community use of it and what it is doing for the community - had gone to the museum themselves!

Jamaicaway at Burrough Street.

3. The CHILDREN'S MUSEUM in Boston - a renascence!
The present innovative activities include the new Visitor's Center, opened October, 1969, and the fine old building which houses the circulating, reference and training services, the Museum staff and work areas, and is called The Workshop of Things for teachers, parents and community leaders (open between 1 to 5 weekdays) (the Visitor's Center's same, plus 10-5 weekends, Boston school holidays and vacations). Both units are closed in September. Reservations are advisable.

The aims of the Children's Museum are: to use more than two-dimensional materials, to stress participation by children in discovery and learning, to utilize group interaction among children, to demonstrate relaxed friendly leader type relationships to avoid the stereotype reacher image.
The Visitor's Center does away with conventional glass cases, "do not touch" signs, inflexible use of space. The ongoing and developing services to schools and community include real materials through exhibits, informal games, discoveries and demonstrations, group programs, circulating kits and exhibits, training workshops, reference and consulting services. The USOE sponsors research and development projects such as the Match Box Projects.

Ideas to be gained from MUSEUMS

In the Workshop are also Discovery Kits. Materials are enormously varied in range and type. The Match Box Projects include The City, Seeds, Grouping Birds, Musical Shapes and Sounds, Rocks, Medieval People, Houses, Animal Camouflage, Japanese Family, Imagination Unlimited, etc. Discovery Boxes range from Incense and Stories, Indian Sari, Japanese Chopsticks, Take-Aparts, Eskimo Clothes, Make A Slide, Sound etc. Units of both may include films, filmstrips or slides, tape recorder, books etc. In many of the program books are included but the program is designed to stimulate curiousity, trying things out hoping sufficient desire for more knowledge may lead to books (books are not the beginning).

The Visitor's Center stresses open space, easy movement, flexibility, colorful displays such as the Algonquin Indian wigwam and Indian equipment for children to see, touch, try to use, experiment with. Multi-levels lead through a round maze to an area where weight measuring devices can be used, as can math machines. On another level are misroscopes, close by are reflectors, colored glass shapes, and across is a section of mirrors. One gallery has mammoth-sized objects; a telephone, an alarm clock, paper clips, a ruler, a pencil, eyeglasses!

How To Make a Movie - is apopular gallery - here look at and do it yourself projects combine! A large central room on the first low level has tables and chairs where children can draw or color spontaneous impressions, for sizes of blank paper and a huge tray of crayons, colored pencils are laid out invitingly. In this room is a low boxed-type cage with gerbils. Exhibit walls show a telephone mural from MIT; space for children to make a picture wall mural; a planned exhibit "What Are We Doing To Our World". Generously scatted are examples of children's art activities, water colors, crayon sketches, styrofoam devices, photos, mobiles, cutouts etc. Tucked away in a quiet area is a giant blackboard - inviting activity. One can look down into a bird's nest with the multi-level aspect of the museum so that an intimate observation vantage point is accented.

There is a basement area, and the attic area is called "Grandmother's attic" where all kinds of objects from the past abound in pleasant confusion.

New Englanders have in this institution with its innovative methods a superb resource of importance to all people working with children. Librarians planning programs, and, librarians planning new buildings should familiarize themselves with the invitation to discovery the Boston Children's Museum affords.

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Naumer in "Museums and Education" says "What the youth museum has to offer is usually misunderstood ..... Youth museums are as varied as the needs of their communities, and what makes them unique is their adaptability to these needs." One unique feature ..... is the type of collections they maintain, which are both inert and alive, used not just as exhibits behind glass but as three -dimensional aids to introduce the world to children.

Ideas to be gained from MUSEUMS

Youth museums have an independence to experiment on exhibits and activities in order to see what exhibit or pattern works best.

There are several categories which museum exhibits fall into; the permanent exhibit telling sequential stories; the comparative exhibit; the push button quiz boards; the changing exhibit, experimental exhibits; exhibits outside the museum that reach the non-museum visitor; the live animals that are every child's favorite, exhibits borrowed from other museums.

The most important part of a youth museum, however, is not the exhibits but the programs planned around the collections, exhibits and facilities.

Museum school education is an exceptional success because students are not treated as children but as participants, and the instructor seems to, and usually does, learn with them.

Within the museum there are always those youngsters for whom the museum school does not offer enough challenge. These children become members of a club under a specialist or curator ... an interest is taken in the student who has a chance to work behind the scenes with professionals and become a part of the running of the museum ..... the Booklyn Children's Museums use these young people to assist in running summer archeological expeditions. The Dayton Museum of Natural History uses these productive youngsters to actually run the museum - some museums have through these means and university links truly introduced the youngsters to legitimate reaearch in astronomy, anthropology, biology paleontology, natural history, geology and archeology.

One of the most valuable types of assistance that any youth museum can provide is an extension program of loan materials that come singly or as part of "suitcase" exhibits.

You will notice that I have selected materials that indicate clearly the analogy between museums and public libraries as activists!

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Some Museums for Connecticut Children:

Children's Museum - West Hartford
Museum, Hawley Library - New Britain
Wadsworth Atheneum - Hartford
Bridgeport Museum of Science
Audubon Nature Center, Greenwidh
Mystic Seaport
Peabody Museum of Natural History - New Haven
Stamford Museum and Nature Center
Lutz Museum - Manchester
Roaring Brook Nature Museum Center - Canton

Ideas to be gained from MUSEUMS

Children's Museum - Boston
Museum of Fine Art - Boston
Higgins Armory - Worcester
Old Sturbridge Village
Metropolitan Museum
Brooklyn Children's Museum
American Museum of Natural History
Museum of Primitive Art, New York
New York Zoological Park (Bronx Zoo)
New York Botanical Garden
Museum of the American Indian, New York

Ideas for Programming with PARENTS

While a pre-school story hour is taking place in one part of the library, the mothers can meet as part of the planned program in another area and be shown "The Pleasure Is Mutual" to enlighten them about ways to use picture books with their children. Suggest displays of proven favorites plus early songbooks and poetry for little children.

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Also a list of good picture books could be given out (be sure you have a goodly number of copies of each book on the list).

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If there are two people on the staff who are children's librarians, one can meet with the parents to talk about Books for Young Children.

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A community resources person could be asked to talk about using music with children - demonstrations.

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Another topic is the role of Creative Dramatics in child development.

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Still another topic is Creativity of Young Children - What To Do With the Children pre Nursery School - if no Nursery Schools then continue through until school age
(Parents must be helped to realize the enormous capacities and needs of very small children).

******

In inner-cities programs mothers are shown pamphlet materials etc. on Buying and Credit, Your Family's Diet, Health and Safety etc.

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A library can co-sponsor with the local state Child Study Association furnishing leaders and some of the materials discussion groups on "Meeting the Emotional Needs of Your Children" (topics such as The Importance of the Early Years, Maternal Separation, Sibling Rivalry, Discipline, Common Problems of Children).

******

Talks to PTA Groups on Children's Books and Materials on subjects such as Hobbies
Arts and Crafts
Science
Creative Dramatics and Music

Ideas for Programming with Parents

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Also talks to AAUW groups, Junior Leagues, Church groups on Materials, Book, Film Recordings for Children in Areas of Interest.

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Work with Girl and Boy Scout Leaders on "Library Resources in Group Work", using displays and talking about specific materials so they actually realize the kinds of help they can get.

******

"Y" Mothers on Pre-School Children's Books
Nursery School Parents Pre-School Children's Books.

******

Have a Community Book Festival - use selected books, recordings, include paperbacks for children.

******

Invite parents to come for an informal discussion about "Realistic Children's Books Today", "A Look at Books About Black-White Relations ... Honesty vs. Prejudice".

Ideas for Using RECORDINGS

See also MULTI-MEDIA AND MULTI-PROGRAMMING

Recordings for children may be musical or spoken records. Both have important roles to play in services.

****

Many children's rooms have a record player, with listening jacks so that music can be general in the room, or private for a listener with jacks (available at six sets, eight sets etc.)

****

Libraries loan recordings to children, on child's card.

****

Recordings make up part of subject area displays, or interest area displays in many children's rooms.

****

Musical recordings may form an introduction (carefully selected with program in mind) to Storyhours to set the mood.

They may play a transitional role, as the Storyteller progresses from one story to another.

****

Recordings used in preschool hours may entice the children into a participatory game mood.

****

A record in preschool storytelling may be impetus for easy moves into singing games, or into general singing - both important release; also into creative drama or dance, both creative and important for development.

****

Records can interpret a people and so can be used with telling effect in a national program for Festivals, or in Holiday programs, or in programs related to geography and history.

****

Some records can be used as help in introducing books, or subjects. Records can enrich music appreciation programs, whether they are labeled so pretentiously, or whether they spring up to capitalize on an interest evident in a single instrument, composer, or kind of music.

Ideas for Using RECORDINGS

****

Recordings in the Children's Room should consist of:

MUSIC

- classical
- folk
- national
- especially for children
- instrumental
- vocal

LANGUAGE

- RECORDED POETRY
- RECORDED AUTHORS
- STORIES WELL-TOLD
- HERITAGE, such as Negro History
- HISTORY, such as landmark

****

Branches should also have children's records for use in the library - and for Circulation.

****

In a library with frequent programs a few records may be needed in a non-circulating collection so that the programmer can always find what may be needed..... HOWEVER, the main purpose is for records to circulate for Home Use, and preferably to children themselves.

****

Trivial and tasteless records abound for children. Do acquaint yourselves with the excellent records available from Caedmon, from Folkways, from the Spoken Arts among the Spoken Records, and among excellent music recordings.

****

On recordings, it is possible to have a Sandburg Story Hour.

****

Some libraries play records as children come trooping in from school as a soporific - important for let-down from high spirts after school.

Ideas for Using RECORDINGS

****

SOURCES:

LIBRARY TRENDS, July 1963 Public Libraries Utilize Non-Book Activities by B. Bruner

FILM LIBRARY QUARTERLY Fall 1968 Informal Programming with Recordings by K. Lutz

RECORDINGS FOR CHILDREN 2nd ed. New York Library Association 1964.

Out-of-date, now in process of revision (1970)

LIBRARY TECHNOLOGY PROJECT. The Testing and Evaluating of Record Players. ALA 1962 (needs revision)

see Connecticut State Library, Division of Library Development, List of 1970 Record purchases supplementing the 1966 Musical Record purchases. Available at the 1970 Spring Workshops.

Ideas for SCIENCE ACTIVITIES

BIRDS

Bird songs - identification, use records
Feeders
Bird Houses
Nests - exhibit (no collecting in nesting season)
How to make bird houses
Bird banding

Use of books, naturalists, community resources, bird watchers - slides, filmstrips, charts, records

****

BEACH pick-ups - make creative crafts from them

****

Identification of the various kinds of beach gleanings.... use of knowledgeable community resource people

****

Rock hunting - local area, or holiday trip finds
Identification - guest speaker, geologist
Exhibits set up and labeled by child enthusiast

****

Applies also to shells

****

Possible to bring a special animal for a club meeting talk, or if conditions are right - Guest of the Day with his master, or, mistress present during this time.

****

Could apply to pet snakes, turtles, lizards, fish etc.

****

If library has lawn, the old idea still prevails of a PET SHOW
Use of books, magazine articles, filmstrips on care of pets, kinds of pets - Posters, Charts - all a part of such activity

****

Talk and demonstration by a dog show handler

Ideas for SCIENCE ACTIVITIES

Conservation programs using films, slides, books, talks by local resources people such as biology teacher, museum staff (may have special display), materials from National Wildlife Federation etc.

****

Might, if children really interested, keep a regular portfolio of their activities and increasing knowledge to use for displays, newsletter, group talks.

****

Kitchen Horticulture (i.e. the group project)

plant young greens in large scale pottery pig

****

Dramatic effect of a Turtle pinata in a library related to a collection of pet turtles in the children's room (hung over them), together with an article on turtle varieties written by a page, plus display of book on subject.
(slides, charts also can be featured)

****

Indian artifacts on loan from Children's Museum

****

Dinosaur bones - mounds - exhibits from a museum - or replicas and models designed by hobbyists young.

****

ZOO DAY - library participates by having a float escorted by eight children - Float consisted of a papier mache float
Appropriate books on exhibit in the library that week

Also, could use models of wild animals, scenes from natural habitat etc.

****

Children working on drug information project

Ideas for SCIENCE ACTIVITIES

Shades of "How to Read A Rabbitt" but it does really happen! Children's Rooms - goldfish, toads, pet snakes, small live animals .....potted plants..... rock sets ....

****

Stirring excitement .... a praying mantis egg case in the Children's Room

****

And some time, an ant farm (stabilized so it will not tip when the children hang over it expectantly)

****

An acquarium project with the children as suppliers, and, keepers

****

A terrarium in the children's room with mosses and plants contributed and identified by children using available books

Name of identifier and source made into a tag by each child
Method used made into legible explanation by children as a part of the project

****

Field photographywith a competent leader (community resource person) if librarian or older level skilled youngster lack necessary skill and knowledge

Some Sources:

National Wildlife Federation

In Educator's Guide to Media and Methods, January 1970 "Field Photography" by Peter Steele

SOURCES (continued)

Blough	BIRD WATCHERS AND BIRD FEEDERS	McGraw	1963
Earle	BIRDS AND THEIR BEAKS	Morrow	1965
Fox	BIRDS WILL COME TO YOU	Reilly	1963
Gans	IT'S NESTING TIME	Crowell	1964
Gilliard	LIVING BIRDS OF THE WORLD	Doubleday	1958
Hylander	FEATHERS AND FLIGHT	Macmillan	1959
Simon	WONDERS OF HUMMINGBIRDS	Dodd	1964
Shackelford	BIRD NESTS	Golden	1962

Ideas for SCIENCE ACTIVITIES

Kohn	THE BEACHCOMBER'S BOOK	Viking	1970
Hay	THE SANDY SHORE	Chatham Press	1968
Cutler	FROM PETALS TO PINECONES	Lothrop	1969
Rhodes	FOSSILS	Golden	1962
Zim	ROCKS AND HOW THEY WERE FORMED	Golden	1961
Bevans	SEA SHELLS	Doubleday	1961
Abbott	SEA SHELLS OF THE WORLD	Golden	1962
Hanauer	BIOLOGY FOR CHILDREN	Sterling	1962
Tee-Van	SMALL MAMMALS ARE WHERE YOU FIND THEM	Knopf	1966
Guthrie	HOME BOOK OF ANIMAL CARE	Harper	1966
Laycock	NEVER PET A PORCUPINE	Norton	1965
Farb	ECOLOGY	Silver-Burdett	1963
Raskin	PYRAMID OF LIVING THINGS	McGraw	1967
Chinery	PATTERNS OF LIVING	Ginn	1966
Conklin	I CAUGHT A LIZARD	Holiday	1967
Hitch	CONSERVATION AND YOU	Van Nostrand	1964
Ostrom	THE STRANGE WORLD OF DINOSAURS	Putnam	1964
Swinton	THE WONDERFUL WORLD OF PREHISTORIC ANIMALS	Doubleday	1961
Bourliere	THE LAND AND WILDLIFE OF EURASIA	Silver-Burdett	1964
Carr	THE LAND AND WILDLIFE OF AFRICA	" "	1964
Doering	AN ANT IS BORN	Sterling	1964
Selsam	QUESTIONS AND ANSWERS ABOUT ANTS	Four Winds	1967
Simon	WONDERS OF THE BUTTERFLY WORLD	Dodd	1963
Fletcher	UNUSUAL ACQUARIUM FISHES	Lippincott	1968
Gilbert	STARTING A TERRARIUM	Hammond	1961

Ideas on STORY-TELLING

The Introduction to the CREATIVE PROGRAMMING in CHILDREN'S SERVICES: An IDEA SCRAPBOOK, points out that the emphasis here is placed on a variety of creative activities less wide-spread than either the traditional type of story-telling, or the increasingly used pre-school story-telling. You have noticed in several of the units such as Multi-media and Multi-programming, Films, Recordings our stress on changing the pattern to include diverse media in story-telling.

Story-telling is an honored activity. However, public libraries need urgently to adopt many ways of programming to show their realization of the needs of the child in the 1970's, and to interpret the many fields of interest available to the child in a good modern public library. One type of activity is not enough today.

Books talks and story-telling take place when classes visit the library, of when the librarian visits schools, during group visits to the library, at clubs etc. Guides in story-telling abound. You will find a simple one in the appendix. Invaluable references to aids, materials, methods are found in the pamphlet "FOR STORYTELLERS AND STORYTELLING" prepared by the Children's Services Division 1968 and available from the American Library Association. (This too highlights use of multi-media aids). The Division of Library Development has, as you know, two important films which are invaluable aids to Story-telling:(1) THE PLEASURE IS MUTUAL (How to Conduct Effective Picture Book Programs), with its manual - "How To Conduct Effective Picture Book Programs", available from The Children's Book Council - write there for the present price) and a 1969 film (2) THERE'S SOMETHING ABOUT A STORY. You may inquire about scheduling a film showing of either one by writing Miss Jane Halligan at the Division of Library Development, or by telephoning to her, 566-5860.

Ideas on STORY-TELLING

In some states, there are groups of librarians and volunteers interested in storytelling who meet together for a number of intensive training sessions, with practice a real part of the training. Sometimes, these groups put on Storytelling Festivals in a local community - this includes use of creative drama, and often a puppet show. In a few states, such groups have sponsored sessions on puppetry and puppet shows, demonstrated the use of flannelboard and other aids in storytelling, and on forms of creative drama.

Knowledge of techniques, materials, and real experience are essential to good story-telling. They can be achieved by many people.

Story-telling programs should be under the guidance of the Children's Librarian, and not an independent branch of library services run by volunteers, no matter how well-meaning. If the Children's Librarian does not have the skill to tell stories, or has so many other activities in connection with programs in the Children's Services that a volunteer group is used for Story-telling, either pre-school, or traditional ages, the programs by volunteers should be part of the Children's Librarians's supervisory duties.

In communities where story-hours have been run by volunteers, a new look can be achieved without unpleasantness by the undertaking of a new activity by the children's librarian, such as film programs with book talks, working with a children's group on puppetry, running exhibits and talks by child hobbyists. With the new activity comes the "resting" of storytelling by the volunteers. After a time, new procedures of discussion and supervision can take effect, or the librarian can do the story-telling herself.

Ideas on Summer Reading Programs

Last year for a series of Workshops on summer reading programs, which became enlarged to include programming in general, I wrote what follows below. As you read through it, you will see references to programs suggested in various places in this booklet. Let us all note that some communities also have flourishing winter programs as well. Much is possible!

PRINCIPLES OF CHILDREN'S SUMMER PROGRAMS (Public Library)

In your community what do you feel is needed in the way of a summer reading program sponsored by the public library?

What programs are being offered this summer by other community agencies working with children?
(What hours? what days of the weeks?)
i.e. by the Schools?
by the Recreation Department?
by another civic organization?

(Are you communicating on a regular basis with the principal or superintendent, also the Curriculum Department, of your elementary school system? GOOD Public Relations demand rapport between the public schools and the public library for availability of materials on a purposeful, clearly stated basis! Each institution has a unique role, which needs to be clearly stated, and agreed upon by both the school and the public library boards.
Programs should avoid any attitude slanting toward rivalry or competition.

How can you answer your community's need through a public library summer reading program? with your present staff? Is there possibility of added staff, -- of paid or trained volunteers? (Remember that the size of a community influences the impact of the public library).

If you consider a summer program.... what age group are you planning for? What are special approaches to this age group? Does the age group have special problems? special interests?

From the adult viewpoint, summer vacation for children should be a time of growth as well as of enjoyment. Yet, growth comes most surely and easily with enjoyment. Stress reading from the standpoint of its enjoyability ..... a road to pleasure! Remember -- each child is different! Discover what each child enjoys and be prepared to move with him in his present pleasures as well as planning to introduce him to new pleasures.

If you have decided to proceed with a Summer Reading Program, these items should be covered in your future careful planning:

Gay posters .... for the library, for distribution as well as supermarkets, churches, schools, wherever children and parents congregate.

News releases for the local paper (set a definite beginning date, as well as date to end).

Make regular school visits (classroom by classroom) talking about books, announcing the summer program).

Visit the May PTA meeting to announce your summer plans and opportunities.

Keep rules and gimmicks to a minimum to free yourself for the needed individualized reading guidance, program planning and performance.

Acquire in time a goodly supply (perhaps from the Children's Book Council, 175 Fifth Avenue, New York 10010) of membership blanks, buttons and reading record folders. You may prefer to give the button after one book has been read. It is an excellent practice to give each child his own reading record to keep. If you plan a book discussion club ----- this is where the program in depth takes place. (At such club meetings or programs the children learn to talk about their impressions of the books they have been reading). You need also to plan book talks to stimulate their interest in a variety of books.

Librarians must be familiar with the books to be discussed, or the books which appear on the booklist you are distributing! Interweave poetry with non-fiction and fiction to broaden perceptions, and the love of words and sounds! Plan to introduce different levels and kinds of books ..... emphasize poetry, fantasy, creative writing, biography that reveals a character, art and sciences as well as the usual types of popular science.

A summer reading program is valid only when the emphasis is on reading guidance for pleasure; where competition in the number of books read is avoided; where the program is extended over a reasonable length of time.

Reading guidance is also stimulated by rapidly changing book displays around a theme with attractive signs. Use gay booklists recommending good, readable books.

Use varying kinds of programming: the traditional storyhours .... reading aloud .... book discussion groups in informal approaches .... try creative dramatics .... films and recordings related to books. Try puppet groups, play groups, art groups of differing kinds, other suggestions given in the foregoing pages or related ideas you think up for your particular groups needs. Leave yourself free to adapt to the actual group you have.

Picturebook programming differs in that the children are not yet ready to read for themselves, and this activity is best scheduled on a regular irregular basis. It is not mainly a summer activity.

At the end of the planned summer reading program, various kinds of parties or programs can be sponsored .... also, you do not have to have this, depending on community resources and attitudes. The Children's Book Council lists speakers (authors or illustrators from Connecticut and their fees). You may or may not give out the Summer Reading Membership Certificate at the end of your program. Some children are pleased to have a certificate, others are disinterested. Know your community!

The Suggested list of books to use with Summer Reading Programs, which you may send for, gives a variety of materials to try. Remember this is an opportunity to try many things, but try different kinds of poetry such as story poems, humorous poetry, poems and stories that use words in captivating fashions..... non-fiction to attract ..... nonsense to tickle not only the funnybone, but a jaded palate!

Summer represents your opportunity and inventiveness! Keep routines to a minimum, and invention to a maximum!

Happy programming - Summer and Winter!

Faith H. Hektoen
Consultant
Division of Library Development
April 14, 1969

COLLAGE CLASSES HELD AT WINCHESTER PUBLIC LIBRARY IN JUNIOR ROOM

SUMMER 1969

Summer of 1969 the children at Winchester Public Library, Junior Room were offered several programs to stimulate interest in reading or use of various media for constructive summer activities. One of the most popular was a Collage Program.

Collage Program: Two Collage Programs were planned for Mondays at 10 AM and 2 PM over a period of four weeks. The children registered as soon as school closed and the classes filled in a week with a waiting list. The waiting list proved helpful for children who went on vacations or could not attend for various reasons. Thus, we could plan on nearly perfect attendance and plan for the same amount of materials for each class. The word "COLLAGE" comes from the French word "coller" meaning to paste or glue. Today, artists use so many materials as they paste and glue, or design their collages, that it is easy to collect inexpensive materials for really artistic results.

This is a general idea of the material used and subjects offered at our summer program.

Lesson 1 - This and That Collage Design

Materials: white tagstock, colored markers and crayons, pencils, a collection of small objects: keys, matchboxes (small), plastic spoons, forks, butter knives, small grater, objects from knick knack shelf.

Design: children selected four or five objects and arranged them on the cardboard overlapping and repeating the objects several times. Each object was outlined in pencil and the design completed before coloring. They selected their own color schemes, then outlined the objects and filled in with dots, stripes, wavy lines, flowers, solid fill-ins-- what fun -- graters turned

into owls, butter knives acquired faces but the overall effects were colorful and good design.

Lesson 2 - Favorite Pastimes

Materials: Pictures and printed headings from magazines and discarded books were cut out by the Library pages and placed in separate folders under such headings as: FAMOUS PEOPLE, SPORTS, ANIMALS, FOOD, JEWELRY, TRANSPORTATION, TRAVEL, CARTOONS, SCENERY, FLOWERS, TITLES. We made a collection of notions or odds and ends: toothpicks, buttons, zippers, yarn, lace, Christmas tinsel, bits of bright plastic. Children brought their own rulers, pencils, scissors, and we furnished a glue-all, a sheet of tagstock and spray varnish, and we were off.

The results were surprising; fun and artistic collages emerged on a chosen subject: Camping, Space, Racing, Cartoons, Flying, Florida, Zoo, Reading, Gardens. They were fashioned by cutting, arranging, overlapping, and gluing the cutouts and notions. Zippers made wonderful trees, toothpicks formed letters, yarn flowed like rivers or erupted into a mountain peak -- they loved every creative minute.

Lesson 3 - Tissue Paper Collage

Materials: Tissue paper in all colors, white tagstock, black marker, spray varnish, Library paste.

We suggested a Still Life design and an Animated Clown Collage for the tissue paper project, and they were both popular.

The backgrounds were pasted in place, solid blue or lavender tissue for sky, and greens, red or blue tissue for foreground. If the paper wrinkled, all the better for effect. Tissue in other colors was torn and pasted in place to form mountains, clouds, trees, ponds and shadows. A few patterns were ready for the children to select and cut from tissue for the large design to apply to the backgrounds such as clown, balloons, vase, flowers, etc. They tore and pasted bits of tissue for

shadows and reflections. When dry, the collages were outlined with the black marker and spray varnished. These really looked professional and children went home to create tissue collages from nature or their favorite book illustrations.

Lesson 4 - The Pantry Shelf Mosaic Collage

Materials: Glue-all, heavy cardboard, spray varnish, assortment of dried foods: peas, beans, corn, parsley, coffee, lima beans, salt, macaroni, rice.

We selected two large designs, a butterfly and owl, and they were drawn on the cardboard before the class to save time and to accommodate the age levels of the children. They filled in the designs with dried food such as corn for butterfly wings, coffee for antennae, macaroni for owl claws. After the designs were finished, the background was glued and sprinkled with salt or coffee, the picture dried and spray varnished.

The program was popular and successful, but I know we could accomplish even more if the groups are planned for children of nearly the same age.

Dorothy Comfort, Children's Librarian
Winchester, Massachusetts

Paperback Pool Collection

Garden City, Long Island

Deciding that it was not necessary to lose all of our library patrons to the swimming pool for the summer, we began a paperback book collection at their pool.

Preparation for the project began in April when we talked to the Recreation Department director and received his permission to proceed, with the condition that the collection would be selected by and be the complete responsibility of the library and that the pool staff would not be responsible for lost or damaged books. The pool staff, however, would cover the stand at night with a plastic sheet.

A plea was then made to the community for paperback donations. These came in by the hundreds; they were sorted and those to be included in the collection were stamped and labeled with the library's name. Since most of these were adult titles, it was then necessary to purchase about 200 juvenile titles.

Books were displayed on both sides of a magazine rack which held about 150 books. They were borrowed on an honor system, with the suggestion that they be returned within one week. Next year's sign will read, "One or two books only, please".

A library staff member went to the pool twice a week to refill the stand. An indication of the project's popularity - the staff member was surrounded by people the moment she arrived - and the stand was empty within an hour each time it was refilled.

Total number of books used was 1600 - about half as many as needed. Juvenile titles were most heavily borrowed and hundreds more could have been used.

Two basic problems were encountered - keeping the books circulating and getting them back at the end of the summer. When the stand was returned in September, it was accompanied by one book. However, it is now February and

books are still coming back. To date, about 300 have been returned - and it very likely that many more will turn up when we begin collecting for the 1970 season.

One change to be made - it would be very helpful to have two stands - one for juvenile titles and one for adults. "J" had been put on children's books - but these were ignored and lost; several small children took many books because of covers or just to have a book; thus, they were lost to adult readers. No restrictions would be placed on books; for convenience, it would be easier to have them confined to particular areas.

On the whole, this was a very successful and popular project, involving little staff time or money. Total expenditure was just under $100.

Trevelyan Jones
Children's Librarian
Garden City Public Library
Garden City, New York

FROM: TOP OF THE NEWS - Summer Happening
April 1969

AMERICANA

A program of grades 1-3 directed by Sandra Stroner

*	
SONG	"Rose, rose and up she rises"
STORYTELLING	"The Hobyahs" Jacobs, Joseph, More English fairy tales, Putnam, and additional source: Fenner, Phyllis, Giants and witches and a dragon or two, Knopf, 1943
SONG	"Froggie went a-courtin'"
*	
SONG WITH RECORD	"John Henry" Record: "Merle Travis back home"
*	
SONG	"Old MacDonald had a Farm"
STORYTELLING	"The Huckabuck Family" Sandburg, Carl, Rootabaga stories, Harcourt, 1936
SONG	"Billy Boy" Chase, Richard, Billy Boy, Golden Gate, 1966
*	
POETRY SESSION	"Trading" Taylor, Margaret, Did you feed my cow, Crowell, 1956
STORYTELLING	"Mr. and Mrs. Vinegar" Hutchinson, Veronica, Chimney corner stories, Putnam, 1925
*	
SONG	"Home on the range"
*	
SONG	"This land is your land"

*Descriptive narrative before each region.

Summer Happening

HUMOR

A program of grades 1-3 directed by Sandra Stroner

JOKE SESSION	Banter
DRAMATIC READING	"A Little Girl Named I" cummings, e. e., Fairy tales, Harcourt 1965
STORYTELLING	"Sody Salyraytus" Chase, Richard, Grandfather tales, Houghton, 1948
ACTIVITY	"I'm going on a bear hunt"
POETRY SESSION	"Tongue Twisters" Potter, Charles Francis, Tongue Tanglers, World, 1962
	"Upside down town"
	Limericks Lear, Edward, Complete nonsense book Dodd, 1912
	Brewton, Sara and John E., Laughable limericks, Crowell, 1965
	"Adventures of Isabel" Nash, Ogden, Adventures of Isabel, Little, 1963
	Cole, William, Hunorous Poetry for Children, World, 1955
STORYTELLING	"Silly Saburo" Sakade, Florence, Japanese children's favorite stories, Tuttle, 1959
POETRY	"The man who sang the sillies" Ciardi, John, The man who sang the sillies, Lippincott, 1961
SONG	"I know an old lady"

TRAVELING IN FANTASY

A program for grades 1-3 directed by Sandra Stroner

POETRY	"Song of the train" McCord, David, Far and few, Little, 1952
DRAMATIC READING	Wersba, Barbara, Land of the forgotten beasts (p. 3-16), Atheneum, 1964
POETRY	"The Little road", by Nancy Byrd Turner Arbuthnot, May Hill, Time for poetry, Scott, 1961 "Being a gypsy", by Barbara Young Brewton, Sara and John E., Bridled with rainbows, Macmillan, 1949 "I meant to do my work today", by Richard LeGallienc Doane, Pelagie, A small child's book of verse, Walck, 1948
SONG	"She'll be coming around the mountain when she comes" (with gestures)
STORYTELLING	"The lost half hour", by Henry Beston Child Study Association, Castles and dragons, Crowell, 1958
DRAMATIC READING	"My Father's Dragon", chapters one and five Gannett, Ruth, My father's dragon, Random, 1948
SONG	"Row, row, row your boat" (Round in four parts)

Summer Happening

A NEAR EAST DIG

A program for grades 4-6 directed by
Sophia Cedarbaum

INTRODUCTORY MUSIC Record. Ancient Music

READING	"Gilgamesh" (first twenty pages) Bryson, Bernarda, Gilgamesh, Holt, 1967 Brief comments on Gilgamesh leading into showing of filmstrip.
FILMSTRIP	Filmstrip: An Archeological Dig in Israel Pictures of seven digs were shown. When Megiddo was shown the leader talked about the Oriental Institute at the University of Chicago whose staff performed the first major dig and where there are many artifacts from Megiddo. When Masada was shown the Masada Exhibit currently at the Field Museum was discussed. Since the leader had been at some of the other digs shown, she was able to give some personal experiences.
EXHIBIT	Artifacts found at some digs and replicas found at others. As the children left they were able to examine the exhibit closely.

Summer Happening

CHILDREN OF COURAGE

A program for grades 4-6 directed by Sophia Cedarbaum

INTRODUCTORY MUSIC Record: "Exodus"

READING	"Call it courage(first chapter, cut to ten-minute reading) Sperry, Armstrong, Call it courage, Macmillan, 1940
POETRY	Readings from I never saw another butterfly, children's drawings and poems from Theresienstadt Concentration Camp 1942-1944, McGraw-Hill, 1964
STORYTELLING	"The story of Bensurdatu" Haviland, Virginia, Favorite fairy tales told in Italy, Little, 1965
DRAMATIC READING	"The school with a difference" Meynier, Yvonne, The school with a difference, Abelard, 1964
MUSIC	Song: "We shall overcome" with guitar, two leaders, group participation

PSYCHEDELIC MUSIC
A program for grades 7-8 directed by Michael Leonard

INTRODUCTORY MUSIC Record: "Sgt. Pepper's Lonely Hearts Club Band"

SHANKAR

Ravi Shankar - The Man and his Music
1. History of Indian Music
2. Instruments
   a) Sitar
   b) Tamboura
   c) Tabla
3. Ravi Shankar

BEATLES

The Beatles capitalize on a new sound
1. George Harrison and his sitar
   his study under Shankar
2. First song with sitar sound
   a) Penny Land
   b) Strawberry Fields Forever
   c) Sgt. Pepper's Lonely Hearts Club Band

JEFFERSON AIRPLANE

The Jefferson Airplane
1. The group
2. Their sound
3. Their music

EQUIPMENT

Record player
Revolving lights
Mounted pictures of the Beatles
Posters of the Beatles and the Jefferson Airplane

Sandra Stroner and Florence Burmeister-Skokie
from April Top of the News, 1969

STORYTELLING GUIDE FOR SCHOOL AGE STORYTELLING

WHY WE DO ADVOCATE TELLING WELL SELECTED STORIES?

1. Story telling opens doors not encountered in ordinary living

2. Storytelling establishes a friendliness between listeners and teller, and a glow in the sharing

3. Through skilled storytelling, children experience the power and beauty in language

4. Storytelling introduces children to a body of literature that may otherwise not be discovered by them

5. Storytelling intensifies the dramatic sense of children and intensifies their interest in both spoken and written word

HOW DO WE LAY PLANS FOR STORYTELLING?

Traditionally the school age story hour begins in October and is held once a week from October through April on either a school day afternoon or on a Saturday.

1. If it is a new program to the local library, make announcements at the schools (in person) from grades three to six. Even if it is a regular program on a long established basis, contact the schools through writing as a reminder. Make announcements to children regularly at the library.

2. Put up large posters in the library and in other strategic places to remind children of the time and place.

3. Allow time for the children to come after school, but not too much time to let energy and patience evaporate before opening storytelling time.

4. Encourage exchange and withdrawal of library books before and afterwards - plan suggestions related to the stories told through an exhibit, and through informal discussion after the program in the children's room with the children.

5. Plan the story hour to last between 30 and 45 minutes.

6. Children who arrive after the first story has begun should enter after it is finished.

7. Restless children who cannot sit quietly to listen should be spoken to as privately as possible and should be dismissed if they disrupt the program.

8. Continue to practice aloud until the events and words come easily.

9. Practice telling the story aloud in front of a mirror and standing up to get your body to function smoothly. Beware of over gesturing, but be assured in voice and posture.

STORYTELLING GUIDE(continued)

TELLING THE STORY

1. A good story needs only effective simplicity in the telling. This has the most commanding and dramatic effect on the listeners.

2. Listen to the pitch of your voice - keep it low and even - be aware of the likelihood nervousness will raise the pitch.

3. Begin slowly so the listener's ears can adjust to the sound of your voice.

4. Be natural in speech and movement.

5. Timing is important:
   Use a moderate pace for the narration
   Use a slower tempo for a tender moment
   Quicken the pace for lively action
   A pause before a new idea or climax helps effectiveness

6. Volume can vary with the characters:
   A young vigorous person can have a strong voice
   An old person can have a light voice

7. Mimicry is effective only if you can do it skillfully and naturally. If this is not possible, do not use mimicry.

8. Keep your body straight and quiet. Use gestures that flow easily - avoid choppy hand movements.

9. Introduce your story by saying for example "this story comes from long ago and far away."

10. Use your stories again and again so children can become familiar with them - the meaning will deepen as they hear them. Build your repetoire gradually.

11. Watch your audience for shared delight and response.

12. Browse through the bibliography for further help.

Faith H. Hektoen
Spring 1967 - Workshop Series

SUMMER READING PROGRAM
1969
Thompson Library, Inc.

The emphasis of the summer program to stimulate reading, which was carried out in the main library, the two branches and the bookmobile in the summer of 1969 was on the creative use of information found in the books the children read, rather than the attainment of a numerical goal. We found that this approach eliminated much of the non-constructive competition which inevitably encourages children to read less challenging books than they are capable of in order to reach the numerical goal first. It also eliminated the distasteful task of insisting that the children "prove" that they had read the books when they returned them to the library to be credited to their list.

At the beginning of the summer reading program each child received a large manila folder, with his name on the front, in which to keep a list of the books which he read, along with any original poems, stories, illustrations or accounts of projects carried out in response to the books. These folders were kept in each of the libraries, in a prominent place, so that the children could add to their collection each time they returned books. The walls of the libraries and the bookmobile were decorated with samples of the creative work of the children and served to stimulate them because every child was able to see his work on display at some time during the summer.

For the children who found it difficult to express in writing or drawing some of the ideas they received from the books and stories, we conducted a weekly two hour program in each of the libraries. This program was under the direction of a college student who is training for elementary teaching and was carried out with the aid of one or two high school volunteers. For the first hour the program was directed toward children in the primary grades with storytelling by the leader

and by the children, acting out scenes from the stories read, talking about the books read, making puppets, telling stories with the puppets, putting on puppet shows. The second hour was directed toward the intermediate grades and served to increase the library skills of these children who are just beginning to do reference work in school. A series of "teasers", strictly-fun questions, was devised so that in searching for the answers the children became acquainted with the resources of the library, and, with the guidance of the librarian, were able to become familiar with the card catalogue and material in the reference room. To free children from unnecessary competition in this type of activity our one hundred questions were arranged at random, ten to a page, so that no two groups of questions were exactly alike. At this intermediate level, the children who found a new interest were encouraged to arrange a display for the library related to this interest or to share a new hobby or collection developed through their summer reading.

The culminating activity for the summer program was a party at which the younger children displayed the puppets they had made, two puppet shows were put on by the children, the older children showed their projects, collections, displays. Games and refreshments followed the presentation of "certificates of achievement" to all participants in the program whose folders showed a serious effort to make use of their reading in some form that could be shared with others. The type of creative activity was the free choice of each child and "success" was not limited to the fast readers.

In some cases, fewer books were taken out during the summer by individual children who had previously been motivated only by "getting to twenty-five first" but this was offset to a degree by those children who were willing to enter the program for the first time even though they are slow readers because we were more concerned about what they could do with what they read than the number of books on their list.

ROUND-UP

COWBOY GAMES

Stage Coach Race

2 chairs - 50 to 100 ft. from starting point.
2 teams, each divided into pairs, horse and driver.

Horse puts large paper bag over head and starts for goal; driver may only guide with voice; at goal children switch positions for return trip. First team to get all members back to starting point wins.

****

Horse Race

Use chair to mark finish line.
Choose partners - 1 is the horse and the other the rider
Rider holds horse by ankles and horse walks on hands to finish line; children change places and return to starting line. First pair back wins, or could be done as a relay, as above, with 2 teams.

****

Calf Roping

Cardboard cartons of equal size (1 for each team), and lengths of rope to tie around them.
Line up teams; at point parallel to starting line and about 25 ft. away, place box and rope.
First player runs to box, throws rope around 4 sides and ties in loose double knot, he then runs back to line, touches off second player unties rope, places it in box, runs back to line and touches off third player. Game continues until first player is back at head of team.

****

Ride 'Em Cowboy

Line up teams. Place chair in front of each team 15 or 20 ft. away. Give first player of each team a large, round, inflated balloon (at least a 10 in. balloon).
Players places between feet and at signal hurries to chair, around it back to line, keeping balloon between feet as they run. If player loses balloon, must stop and replace it between feet before proceeding. If has to chase balloon, must go back to spot where lost before going forward again.
This is a hard "nag" to ride.

ROUND-UP

GAMES

ROUNDUP TIME RELAY

Line up teams. About 20-30 ft. away place in front of each time a pie plate on a chair with 10 marbles in it, and a large corrugated carton on the floor beside chair.

1st player runs to plate of marbles and dumps them into the box; replaces plate on chair, runs back to line and touches off the 2nd player.

2nd player runs to box, "round-ups" all marbles and replaces them on plate; returns to line and touches off 3rd player who repeats 1st player's action.

1st team to finish wins.

COWBOY GAMES (continued)

Over and Under Cowboy Relay

Each team is given a toy cowboy. Form teams in 2 lines; leaders hold the cowboy above the head with both hands. At signal, leader passes cowboy under, between legs; 2nd player passes over, over the head; 3rd player under, 4th player over, etc.
There should be an umpire to be sure passing is properly done.
Last in line runs to front and repeats until original leader is in front again.

****

Catch the gopher (beam bag board) - 3 tries; score of 50 for prize.

Rope the Steer

Tip a chair upside down on the floor. Standing about 6 ft. away, contestant tries to ring the chair legs. Give each player 6 rings. Each ringer counts 5 points and one that stays on bottom of chair 1 point.

from Eloise Miska - Farmington Village Library

CREATIVE PROGRAMMING FOR CHILDREN:

An Idea Scrapbook

CONNECTICUT STATE LIBRARY, DIVISION OF LIBRARY DEVELOPMENT

April 1970

edited by Faith H. Hektoen, Consultant

SUPPLEMENTARY INDEX TO THE HOLDINGS OF MATERIALS, i.e.
MULTIMEDIA DEVICES PURCHASED SPRING 1970 by
Miss Hektoen for loans to public libraries doing
CREATIVE PROGRAMMING, and as a GUIDE TO WIDER PURCHASE
by the public libraries in Connecticut.

1. DISPLAYS see Ideas for Science Activities

   review IDEAS FOR DISPLAYS

2. GAMES AND ACTIVITIES see Ideas for Games and Activities

3. FILM LOOPS see IDEAS FOR SCIENCE ACTIVITIES

   see IDEAS FOR MULTIMEDIA DEVICES AND MULTIPROGRAMMING - example, p. 34 Local Natural History

   review IDEAS OF FILM AND FILM PROGRAMMING

4. FILM STRIPS see IDEAS FOR SCIENCE ACTIVITIES

   see IDEAS FOR MULTIMEDIA DEVICES AND MULTIPROGRAMMING

   review IDEAS OF FILM AND FILM PROGRAMMING

5. SLIDES see IDEAS FOR SCIENCE ACTIVITIES

   see IDEAS FOR MULTIMEDIA DEVICES AND MULTIPROGRAMMING

   see IDEAS FOR DISPLAYS page 16 - local hobbyist

6. RECORDINGS review IDEAS FOR USING RECORDINGS

   a. Recordings-SONGS AND ACTIVITIES FOR LITTLE ONES
      see IDEAS USING MUSIC

   b. Recordings-Songs FOR SCHOOL AGE
      see IDEAS USING MUSIC

   c. Recordings-Creative Activities
      see IDEAS USING CREATIVE ACTIVITIES

   d. Recordings-Discovery
      see IDEAS, A MISCELLANY

e. Recordings - FOLK SONGS OF OTHER LANDS
see MULTIMEDIA AND MULTIPROGRAMMING

f. Recordings - SPANISH RECORDINGS
see IDEAS FOR DISCUSSION GROUPS

g. Recordings - THE WEST
see IDEAS FOR MULTIMEDIA DEVICES AND MULTIPROGRAMMING

h. Recordings - BLACK STUDIES
see IDEAS FOR DISCUSSION GROUPS

DISPLAY MATERIALS

Ward's LIFE HISTORY JAR MOUNTS 67 W 6500 FROG LIFE HISTORY

MOUNTED SKELETON'S

SNAKE SKELETON	65 W 3500	SNAKE SKELETON
CROCODILIAN SKELETON	65 W 3400	

BIO-PLASTIC MOUNTS

55 W 2710	Pagurus (Hermit Crab)
55 W 3300	Tarantula
55 W 5206	Lepidotera (Butterfly) Life History
55 W 6950	Main Orders of Insects
55 W 7420	Octopus

Fossils in Bio-Plastic -

57 W 0200	PLASTIC TIME CAPSULE
57 W 0210	THE PAST IN PLASTIC

Ward's Bio-Rama Geologic Time Scale 33 W 2430

(Note: place after Ideas for Science Activities)

GAMES AND ACTIVITIES

Attribute Games:

PEOPLE PIECES w/ Guide
TANGRAM PIECES w/ Guide

GEO BLOCKS w/ Guide

PATTERN BLOCKS w/ Guide

Puzzles: WOOD BOARD: HOUSE
Apartment Building
Moving Van

GAMES:

READING LOTTO

WOOD CAPITAL LETTERS

MATCHMATES

WOOD LOTTO

PICTURE DOMINOES

ADI (African Game)

STICK GAMES (Maori)

PUPPETS:

6 Character Hand Puppets

(Note: Place after Ideas for Games and Activities)

SLIDES

THE CORAL REEF

170 W 2120	TYPICAL CORAL REEF
170 W 2124	TYPICAL ATOLL
170 W 2128	STAGHORN CORAL
170 W 2129	BRAIN CORAL
170 W 2130	PORITES ASTEROIDES
170 W 2134	LEAF AND PORITES CORALS
170 W 2135	LARGE STAR CORAL
170 W 2137	SEA ANEMONE
170 W 2138	SINGLE CORAL POLYP
170 W 2142	CORALLINE LIMESTONE ROCK
170 W 2144	CORALS SPREADING BRANCHES
170 W 2149	STINGING CORAL
170 W 2153	WRECKAGE FROM SUNKEN FREIGHTER
170 W 2156	OLD CANNON
170 W 2157	SCATTERED TIMBERS AND BALLAST
170 W 2158	REDBEARD SPONGE
170 W 2159	PURPLE SEAFAN
170 W 2165	REEF FISHES
170 W 2180	GREAT BLACK TIP SHARK
170 W 2182	DIVER HOLDING SMALL BULL HAWK
170 W 2184	GREEN MORAY EEL
170 W 2193	DIVER COLLECTING MARINE SPECIMENS
170 W 2194	DIVER WITH UNDERWATER CAMERA GEAR
170 W 2322	OFF SHORE REEF NEAR FLORIDA
170 W 2327	BARRIER REEF AND LAGOON

BUTTERFLIES OF NORTH AMERICA set of 41 slides
170 W 4800

Fifty COMMON BIRDS OF HOUSE AND GARDEN (Arthur Allen)
170 W 6900 set of 50 slides

TWIGS AND BUDS OF DECIDUOUS TREES
170 W 3500 set of 30 slides

POISON IVY AND POISON SUMAC set of 8 slides
170 W 3850

WILDFLOWERS OF SPRING
170 W 4000 set of 30 slides

SUMMER WILD FLOWERS OF FIELD AND MEADOW
170 W 4200 set of 50 slides

(Note: place after Ideas for Science Activities)

SLIDES

BLACK STUDIES RESOURCES

"A complete set of over 400 original source documents, prints, lithographs, etchings and early photographs selected to visually document major elements in Black History..... can be used with any standard slide projector.
Junior High Up
Slides can be arranged to suit any length of program or discussion activity.

(Note: place after Ideas for Discussion Programs, page 13)

FILMSTRIPS (Sound)

Corduroy	Story and Pictures by Don Freeman
The Tower of Babel	Written and illustrated by William Wiesner
Talking Without Words	Story and pictures by Marie Hall Ets
Dandelion	Story and Pictures by Don Freeman
Bear Party	Story and pictures by William Pene du Bois
Obadiah The Bold	Story and pictures by Brinton Turkle
Joey's Cat	By Robert Burch

(Note: place after Ideas for Films - applicable to Multi-Media Devices and Multi-Programming and Film Programming)

FILMSTRIPS

70 W 3100	LIVING THINGS AND THEIR HABITATS
70 W 3800	ENVIRONMENTAL POLLUTION
70 W 2300	INTRODUCTION TO FOSSILS
70 W 3700	INSECTS

(Note: place after Ideas for Science Activities)

RECORDINGS .....

DISCOVERY Folkways FS 11050 (Scholastic)

(Note: place after Ideas, A Miscellany)

RECORDINGS ..... CREATIVE WRITING

Schreiber CREATIVE WRITING Folkways FL 9122

(Note: place after Ideas for Creative Writing)

RECORDINGS ..... SONGS AND GAMES FOR LITTLE ONES

Jenkins	COUNTING GAMES AND RHYTHMS 1.	Folkways FC 7056
Jenkins	RHYTHM AND GAME SONGS " 2.	Folkways FC 7057
Berman	ACTIVITY SONGS FOR KIDS	Folkways FC 7023
Guthrie	SONGS TO GROW ON FOR MOTHER AND CHILD	Folkways FC 7015
Guthrie	SONGS TO GROW ON	Folkways FC 7005
Luther	A CHILD'S FIRST RECORD	Vocalion VL 73625
Mills	FOLK SONGS	Folkways FC 7021
Mills	MORE ANIMALS Vol. 2	Folkways FC 7022

(Note: place after Ideas using Music) (Applicable to Ideas for Games and Activities too)

RECORDINGS .... SONGS FOR SCHOOL AGE

Jenkins	YOU'LL SING A SONG AND I'LL SING A SONG	Folkways FC 7664
Jenkins	CALL AND RESPONSE	Folkways FC 7308
Seeger	CAMP SONGS	Folkways FC 7028
Jenkins	THIS IS RHYTHM	Folkways FC 7652
Jenkins	PLAY YOUR INSTRUMENTS AND MAKE A PRETTY SOUND	Folkways FC 7665
	STORIES IN SOUND	Golden Records LP 202
Jenkins	RHYTHMS OF CHILDHOOD	Folkways FC 7653

(Note: place after Ideas Using Music)

FILM LOOPS

56585	Nature Photography
55105	Time-lapse Photography Explained
11025	Helpful insects
11045	Insect collecting
11065	Insect mounting
11055	Microscopic Insect Collecting
14705	Life Cycle of the Butterfly
11015	Caterpillar to Moth
54585	Hermit Crabs
54555	Octopus
51595	American Migratory Birds
51615	Bird Tricks for Survival
56555	Flightless Birds
50175	Birds Building Nests
50185	Birds Feeding Their Young
51605	Courting Rituals of Birds
11135	Aquarium Care
11195	Toad Survival Adaptations
11205	Toads Feeding
50545	Alligators Hunting
52235	Chameleon
11865	Crocodiles
56525	Dinosaurs - Meat Eaters
56515	Dinosaurs - Plant Eaters
11845	Snakes

52165 African Animals In Drought
50015 American Mountain Animals
52175 Scavengers of Africa

54655 Bottlenose Dolphin
52125 Grazing Animals of Africa
50145 Otters of the Mountains

11175 Colors Are Useful
56535 How Land Animals Move
11165 Nature's Use of Color
50555 Swamp Animals Underwater

55065 Flowers Opening
55025 Self Planting Seeds
55035 Seeds Sprouting

14675 Vegetative Reproduction in Plants and Animals

35175 Contours
12545 Measuring Speed with Stroboscopic Photography

(Note: place after Ideas on Science Activities)

RECORDINGS THE WEST

FRONTIERS	Folkways	FR 10003
THE COWBOY: HIS SONGS, BALLADS AND BRAG TALK	Folkways	FA 5723
COWBOY BALLADS	Folkways	FA 2022
AMERICAN INDIAN DANCES	Folkways	FD 6510

(Note: place after Ideas for Multi-Media Devices and Multi-Programming)

RECORDINGS	FOLK SONGS OF OTHER LANDS		
Jenkins	SONGS AND RHYTHMS FROM NEAR AND FAR	Folkways	FC 7655
Seeger	AMERICAN FOLK SONGS FOR CHILDREN	Folkways	FC 7601
	HAWAIIAN CHANT, HULA AND MUSIC	Folkways	FW 8750
	FAVORITE SONGS OF JAPANESE CHILDREN	Bowmar Records	B123
	FOLK MUSIC OF GHANA	Folkways	FW 8859

(Note: place after Ideas Using Music) (Applicable to Ideas for Discussion Groups - Ideas for Multimedia Devices and Multi-Programming)

RECORDINGS IN SPANISH

PASO a PASO (poetry and prose)	Folkways	FC 7824
VAMOS a CANTAR (let us sing)	Folkways	FC 7745
NINOS ... DEJAD QUE OS CUENTE UN CUENTO (fairy tales)	Folkways	FC 7833
CANTOS DE LAS POSADAS AND OTHER CHRISTMAS SONGS	Folkways	FC 7745
Yurchenko LATIN AMERICAN CHILDREN GAME SONGS	ASCH	AHS 751
FOLK SONGS OF MEXICO	Folkways	FW 8727

(Note: place after Ideas for Discussion Groups
Multi-Media Devices and Multi-Media Programming)

RECORDINGS BLACK STUDIES TYPE

	THE GLORY OF NEGRO HISTORY	Folkways	FC 7752
DuBois	A RECORDED AUTOBIOGRAPHY	Folkways	FH 5511
	UNCLE BOUQUI OF HAITI	Folkways	FC 7107

(Note: place after Ideas for Discussion Groups)

CONNECTICUT STATE LIBRARY

NOVEMBER 5 – Workshop on TECHNIQUES of Creative Programming for ART HAPPENINGS

by Mrs. Allyn Martin

Mrs. Martin spoke about varied kinds of ARTS and CRAFTS ACTIVITIES in her introduction and quoted ideas and furthered some of the examples found in the "Creative Programming for Children: An Idea Scrapbook" distributed to all public library Children's Departments here in Connecticut last Spring and Summer. She referred to the "quest for interest" on page 45 and discussed what children like as a starting point in any program around "ART HAPPENINGS".

Art is not thought of as something apart, but related to self-development through the child's own interest and opportunity to experience. Art and reading activity can be related simply to enjoyment and a kind of sense of fulfillment and ranging curiosity.

The natural tie between library and museums was a theme - taking towns like Middletown with the Wesleyan Art Museum (the Davison Art Center), New London and the Lyman Museum, Hartford and the Wadsworth Atheneum etc. Not only can museum visits be arranged, staff brought in as speakers or instructors in art programs, but slides can be shown to children of forms of art, or kinds of pictures which will introduce new concepts of man, his accomplishments, and the world surrounding him either past or present.

The demonstration consisted of a fascinating slide presentation with discussion by Mrs. Martin of "ANIMALS IN ART". The attached list of slides she used will show the many subjects introduced which relate to craft ideas, history, architecture, how men lived, what they believed, kinds of animals in kinds and periods of representation such as the horse, the dragon etc.

Slides, together with objects etc. can also be used to provide variety at story-hours, used too with musical instruments and live playing or records again to heighten effect and diversity.

ART HAPPENINGS stimulate ideas, community involvement, diversity in reading interests, opportunity to broaden grasp of subjects intriguing but less familiar.

At the end in response to her question "What areas in reading were suggested to you by the slides"? the group answered cavemen; masks and how they are made, also their meaning; sketching from live or stuffed animals and read about the animal; the West; Black History; religions; relating Dali to creative writing; attitudes of man toward animals, toward demons and others. Styles of art, development of an artist, study in depth of techniques also apply to reading and further learning from a certain kind of child sophisticated in art.

At the end, we talked about how some libraries (such as New Orleans Public Library) loans prints of pictures chosen especially for children (framed). Many libraries have picture files used by children.

(place at end of Ideas for Arts and Crafts)

She recommends using community resource people in working out art programs for children - suggests using college students. Other suggestions - "Let children make the posters for library activities" - do an autobiography in pictures!

LIST OF SLIDES

ANIMALS IN ART: AN APPROACH TO CREATING INTEREST IN READING AND ART FOR CHILDREN

1. Frieze of Stags at Lascaux, Dordogone, France
2. Archaic Elephant at Baune Latrone, Gardon, France
3. Bison of the Great Ceiling at Altamira, northern Spain
4. Bronze Cat (*), 200 B. C., Greco Egyptian
5. Blue Hippopotamus of Faience
6. Horse Tamer by Phidias from West Frieze at Parthenon
7. Bronze Fawn (*), Roman Period
8. Gargoyles from Notre Dame, Paris
9. Dragon from Chinese Tomb tiles (*), 26 B. C.
10. Firespitter mask from Ivory Coast - Africa 20th Cent.
11. Dance Headdress - African-Sudan, 1830
12. Deer - Persian Manuscripts
13. Tiger Drinking (*), 1835, Eugene Delacroix
14. Wild Boar Hunt, Delacroix
15. De Haquet, Thedore Gericault
16. Jockeys at the Start , Henri Degas
17. The Rattle Snake, Remington
18. Bronco Buster
19. Three Rabbits, China, Kung Chi, Sung Dynasty
20. Study of a Young Hare, Durer
21. Rhinoceros, Albrecht Durer, Germany
22. Squirrel, Audubon
23. American Porcupine, Audubon
24. Blue Jay, Audubon
25. After the Hunt, William Harnett
26. The Tiger Hunt (*), Peter Paul Rubens
27. The Monkey Antiquarian , Chardin
28. Peaceable Kingdom, Edward Hicks
29. Sleeping Gypsy, Rousseau
30. Crowing Rooster, Marc Chagall
31. Bull Fight, Pablo Picasso, 1934
32. Deer in Flower Garden, Franz Marc
33. Apparition of Face and Fruit (*), Salvador Dali
34. Dog Barking at Moon, Joan Miro

These slides may be borrowed from the Wadsworth Atheneum.

Call the Dept. of Education 278-2670 if interested in speakers, tours, or borrowing slides.

(*) denotes those works that are in the Wadsworth Atheneum Collection.

(attach to Art Happenings Workshop)

GAME CORNER EXPERIMENT
A Report By
Washington Irving Branch
of the Los Angeles Public Library

Most branches have the perennial mischief makers - the youngsters who love the interior atmosphere of the library building and enjoy the security it offers, but have very little use for its central resources-- books. They indulge in attention-getting antics that wear on the patience of staff and patrons alike. In self-defense, the staff at Washington Irving has attempted to meet this problem in a positive manner. Using the resources of the Federal Project, Children's Service Division, several table top games have been acquired and are kept underneath the front desk. At certain intervals these are made available to youngsters who seem restless and in need of occupation.

All adult members of the staff have been deputized to supervise the participants, should the need arise. Fortunately, everyone has a cooperative feeling about this and does not mind taking a few moments to check any obvious disturbances.

Efforts are made not to overburden the staff with extra functions. When patron demand is heavy, usually between 5:00 and 6:30 p. m., games are terminated.

At first, the hours for games were set from 1:00-2:30 for preschoolers, 3:30-5:00 and 6:30-7:30 or 8 p.m. for the older boys and girls. Presently, youngsters may use the games any time they feel the desire depending on the work load of the staff.

The games are not only fun, they are educational - providing creative experiences and giving exercises in concentration.

Needless to say, all of these young people have toys at home - toys that call for physical exertion such as bicycles, scooters, skateboards, etc. but parents simply do not know the value of certain indoor games, and thus, never think to buy them.

Examples of games are: For young children; snowflakes, building straws, and silly sponge. For older children; checkers, chess, go to the head of the class, and baseball game, etc.

Most of the favorite games are worn and disabled from loss of parts, and could be discarded. Replacements are needed from time to time. The branch plans to continue the game corner and hopes to acquire new games through the aid of the Federal Project, private contributions, etc.

(to be placed at end of section on Games and Activities)